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# 5 GRADE

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**Virginia**  
Standards of Learning Assessments

# Introducing the

## Virginia Standards of Learning

The complete set of items that appeared on the Spring 2000 Standards of Learning test taken by most public school students in Virginia is presented in the following pages. The intent of this release of these test questions is to provide parents and teachers additional information to accompany the Student Performance Report and/or the Parent Report.

The information accompanying each test question is broken into several components:

**Reporting Category:** Matches the score report and allows for identification of strengths and weaknesses indicated by student scores.

**Standard of Learning:** Presents the SOL used in developing the assessment question.

**Builds To:** Indicates how the student will use the content in future course work.

**Instruction:** Provides information for teachers to use as the SOL is incorporated into instruction.

**Parent Tip:** Provides strategies for parents to use in assisting their child.

The answer to each question can be found in the back of the booklet.

# English: Reading/Literature and Research Test

# 5

GRADE

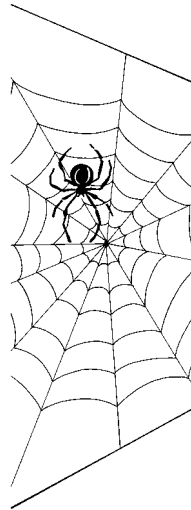
RELEASED



SELECTION

## The Spider's Web

- 1 Way at the edge of the parking lot  
 2 In the crook of a fallen tree—  
 3 A spider spun her spider web  
 4 Where no one could really see
- 5       The strands were hung with sunlight  
 6       The strands were lit with dew  
 7       The strands—they were so delicate  
 8       So thin and fine and new
- 9 Each day into the parking lot  
 10 The cars and people came—  
 11 With screeching wheels and heavy feet  
 12 Rushing to money or fame
- 13       The people ignored the sunlight  
 14       The people brushed off the dew  
 15       The people stepped so heavily—  
 16       Like their shoes were smeared with glue
- 17 One day some children found the tree  
 18 But did not see the spider—  
 19 They did not see her pretty web  
 20 They played right there beside her
- 21       The children ran and waved and kicked  
 22       The children fell in sport  
 23       The children had an accident  
 24       And crushed the spider's art
- 25 The children felt so sorry  
 26 But then were glad to see—  
 27 The spider spinning something new  
 28 In the crook of the fallen tree
- 29       The strands were hung with sunlight  
 30       The strands were lit with dew  
 31       The strands—they were so delicate  
 32       So thin and fine and new ...



# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Use Word Analysis Strategies

**A. Standard of Learning:** 4.3 The student will read and learn the meanings of unfamiliar words.

a) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.

**Builds To:** Work with word origins increases in complexity throughout the study of Reading/Literature and Research.

**A**

1 As it is used in line 2 of this poem, the word crook means —

A thief  
B curve  
C tool  
D cane

**Instruction:** Provide students an opportunity to define a word based on its use in a poem.

**B. Standard of Learning:** 5.4 The student will read and learn the meanings of unfamiliar words.

a) Use knowledge of root words, prefixes, and suffixes.

**Builds To:** Work with prefixes and suffixes continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

2 Read this phrase from the poem.

a fallen tree —

In which word does en mean the same as it does in fallen?

F entrance  
G green  
H sending  
J taken

**Instruction:** Provide students an opportunity to identify a word that contains the same letters as a given suffix and has the same meaning.

## Parent Tip A:

*Have your child define a word that appears in a poem you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child identify words that have suffixes that have the same meaning in a poem you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Understand a variety of printed materials/resource materials

**A. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

d) Paraphrase content of selection, identifying important ideas and providing details for each important idea.

**Builds To:** Work with identifying important ideas from literature continues throughout the study of Reading/Literature and Research.

**A**

3 This poem suggests that —

- A the work that grownups do is more important than anything else
- B children should let go of their troubles and have more fun
- C people should pay more attention to the beautiful things around them
- D spiders are dangerous creatures that should be avoided

**Instruction:** Provide students an opportunity to identify an important idea from a poem.

**Reporting Category:** Understand Elements of Literature

**B. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

b) Describe how the choice of language, setting, and information contributes to the author's purpose.

**Builds To:** Work with setting and establishing the purpose of a piece of literature continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

4 The author wrote lines 1 through 4 *mostly* to help the reader —

- F be entertained by a lively rhythm
- G understand how thoughtless people can be
- H picture the setting and subject of the poem
- J learn how a spider spins a web

5 Lines 17 through 20 will *most* likely make the reader feel —

- A quiet and peaceful
- B angry at the children
- C excited and full of fun
- D worried about the web

**Instruction:** Provide students an opportunity to find the information that describes the setting of a poem; provide students an opportunity to identify how the reader feels after reading certain lines of a poem.

## Parent Tip A:

*Have your child identify an important idea from a poem you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child identify the lines that describe the setting of a poem you are reading with him/her or he/she is reading. In addition, have your child describe how the reader feels after reading certain lines of a poem.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 4.6 The student will read a variety of poetry.

b) Identify the sensory words used and their effect on the reader.

**Builds To:** Work with sensory words in poetry continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

6 Phrases such as “lit with dew” in line 6 and “so delicate” in line 7 give the reader a sense of the —

- F size of the spider
- G importance of art
- H beauty of the web
- J innocence of children

7 Words such as “screeching,” “heavy,” “ran,” and “kicked” give the reader a sense of —

- A loneliness
- B danger
- C silliness
- D hope

**Instruction:** Provide students an opportunity to describe what sense certain phrases or words create for a reader.

## Parent Tip A:

*Have your child describe what sense he/she gets from identified words or phrases in a poem you are reading with him/her or he/she is reading.*

**B. Standard of Learning:** 5.5 The student will read a variety of literary forms, including fiction, nonfiction, and poetry.

a) Describe character development in fiction and poetry selections.

**Builds To:** Work with understanding development of characters continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

8 How did the children feel at the end of the poem?

- F Sad
- G Amused
- H Furious
- J Relieved

9 The children in the poem can best be described as —

- A caring
- B cruel
- C clever
- D charming

**Instruction:** Provide students an opportunity to describe how a character or characters felt at the end of a poem; provide students an opportunity to give a general description of a character or characters in a poem.

## Parent Tip B:

*Have your child describe how a character felt at the end of a poem you are reading to him/her or he/she is reading. Have your child give a general description of a character in a poem you are reading to him/her or he/she is reading.*

# English: Reading/Literature and Research Test



## RELEASED ▼ SELECTION

### A Surprise Visitor

- 1 Marta tiptoed around the cabin while cleaning up after the evening meal. Annie, Marta's little sister, was playing quietly on the floor with her cornucob doll. Joe, their newborn baby brother, was lying in his cradle and would soon be asleep. Dr. Miller had stayed for dinner after checking on their mother. He assured Marta that her mother was going to be just fine. She needed her rest and would be weak for awhile, but she would be up singing and working around the cabin again in a few weeks. Marta had been so worried about her mother.
- 2 Marta, who was eleven, was in charge for the night. Her father had gone to town to sell the animal skins. He hated to leave them alone, but he couldn't postpone it any longer. The trip meant that he would be away from the house for the night and wouldn't be home until supper time the next day.
- 3 Marta helped Annie clean up and get ready for bed. She read Annie her favorite bedtime story and then said, "Off to bed."
- 4 "Just one more story, Marta. Please?" Annie begged.
- 5 "Not tonight. You head up to the loft. I'll be up after awhile. I've got to check the latch on the barn door. I'm not sure I hooked it properly after milking Molly. You go to sleep. I'll be needing to get some water from the well, too."
- 6 Annie climbed the ladder, and Marta knew she would soon be asleep. She checked on Joe and looked over at her mother. Both were sound asleep. Marta lifted the heavy latch of the door to their cabin. It was early spring, and the cool air rushed in. She wrapped her shawl around her shoulders and headed out the door. The ground was wet, and Marta had to lift her dress to keep it from dragging in the mud as she headed to the well. She dipped the bucket into the water and lifted it with both hands. She balanced the bucket on the fence and turned to go to the barn.
- 7 Marta entered the barn. She noticed that Molly was acting strangely, and the three sheep were bleating as though something were wrong. Marta looked around the barn before she went over to Molly and patted her side. Just then she heard something outside. "Who could be visiting this late? Surely Papa wouldn't be back yet," she thought.
- 8 Marta cautiously walked over to the barn door. She leaned her head out. What a surprise! She could never have predicted what she saw — a bear! Never before had a bear come near their farm. Papa had shot several in the past, but they were always deep in the woods. The bear had come right up to the fence. It had knocked the bucket over and was sniffing around. Marta wondered if she had shut the door to the cabin. Surely the bear wouldn't wander inside!
- 9 The bear seemed in no hurry as it sniffed around the yard. Marta quickly pulled the barn door shut and slammed down the lock. Now what could she do? She climbed up to the loft. There were several openings from which Marta could see out. It was dark, but with the moonlight, she could make out the bear's shape. She saw it move towards the barn. She knew that it could hear the animals moving around nervously inside. She moved from opening to opening, watching as the bear inspected the barn. Then it stopped directly below her. Marta had an idea.
- 10 There were several heavy metal pans in the corner of the loft. Maybe if she dropped some from the opening, they might land on the bear and scare it away. She picked up two pans. Just then she saw Annie at the door of the cabin. "Marta, where are you?" she heard her sister say. Marta saw the bear look in the direction of the cabin. She thought, "It's now or never." Holding the pans out the opening, she let them fall. They landed smack on the bear's back. The bear reared up and then took off running into the woods.

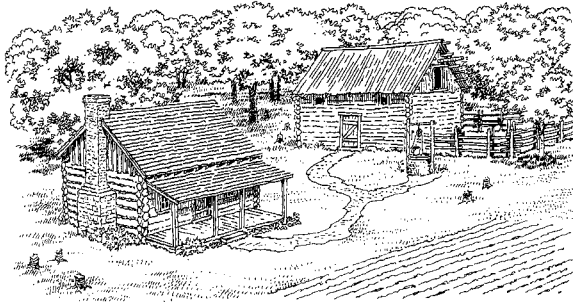
# English: Reading/Literature and Research Test

# 5

GRADE

## RELEASED ▼ SELECTION

- 11 Marta yelled, "Annie, shut the door!" Then she ran down the ladder and looked out the barn door. The bear was gone. She locked the barn door and ran back to the cabin. Annie let her in, and they lowered the latch in place. Annie asked Marta where the water was. Marta sat by the fire and caught her breath. "Annie, it will have to wait until morning. I'm not going out there again." Both girls went up to the loft and fell asleep.
- 12 When Papa returned home the next evening, Marta told him about the bear. He said that she had been a very brave girl. "Bears just coming out of hibernation will sometimes wander places they usually don't go," he said. "But," he continued, "after the unwelcome surprise you gave it, Marta, I doubt this bear will be visiting here again soon." Marta hoped her unwelcome visitor would never return.





# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Use Word Analysis Strategies

**A. Standard of Learning:** 4.3 The student will read and learn the meanings of unfamiliar words.

a) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.

**Builds To:** Work with word origins continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

10 As it is used in paragraph 6, the word sound means —

F noise

G deep

H healthy

J wise

**Instruction:** Provide students an opportunity to define a word based on its use in a story.

## Parent Tip A:

*Have your child define a word that appears in a story you are reading with him/her or he/she is reading.*

**Reporting Category:** Understand a variety of printed materials/resource materials

**B. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

b) Formulate questions that might be answered in the selection.

**Builds To:** Work with formulating questions for a paragraph continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

11 Which question might paragraph 5 answer?

A Why did Marta go outside?

B How many animals were in the barn?

C When did Annie milk the cow?

D Was the weather warm or cold?

12 Which question does paragraph 8 answer?

F Why was Marta's mother sick?

G How did Marta scare the bear away?

H Why did Papa leave the family alone for the night?

J What frightened Marta while she was in the barn?

**Instruction:** Provide students an opportunity to name a question that a given paragraph could answer.

## Parent Tip B:

*Have your child state a question that a paragraph you have read together could answer.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

c) Make inferences using information from texts.

**Builds To:** Work with making inferences continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

13 Marta can *best* be described as —

- A easily frightened
- B too curious
- C always cheerful
- D brave and responsible

**Instruction:** Provide students an opportunity to make an inference about a character in a story.

## Parent Tip A:

*Have your child make an inference about a character in a story you are reading with him/her or he/she is reading.*

**B. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

d) Paraphrase content of selection, identifying important ideas and providing details for each important idea.

**Builds To:** Work with retelling a story based on a character in the story continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

14 This story is mainly about how a young girl —

- F welcomes her father back home
- G acts in a dangerous situation
- H takes good care of her baby brother
- J nurses her sick mother back to health

**Instruction:** Provide students an opportunity to tell what a story is about based on a character in the story.

## Parent Tip B:

*Have your child tell what a story is about based on a character in the story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 5.6 The student will demonstrate comprehension of a variety of literary forms.

c) Identify cause-and-effect relationships.

**Builds To:** Work with determining what causes an event in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

A

15 Marta suddenly dropped the pans on the bear because she —

- A accidentally let them fall
- B saw the bear going into the barn
- C wanted to protect her sister
- D thought it would be funny

**Instruction:** Provide students an opportunity to identify what caused an event to occur in a story.

**Reporting Category:** Understand Elements of Literature

**B. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

b) Describe how the choice of language, setting, and information contributes to the author's purpose.

**Builds To:** Work with determining what does or does not add to suspense continues throughout the study of Reading/Literature and Research.

B

16 All of these add to the suspense in the passage *except* which one?

- F Annie asks for one more bedtime story.
- G Marta's father is gone for the night.
- H There is a bear near the cabin.
- J Marta's mother is weak and has a new baby.

**Instruction:** Provide students an opportunity to identify a sentence from a story that does not add to the suspense of a story.

## Parent Tip A:

*Have your child describe what caused an event to occur in a story you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child identify a sentence from a story you are reading with him/her or he/she is reading that does not add to the suspense of the story.*

# E

## nglish: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

c) Compare the use of fact and fantasy in historical fiction with other forms of literature.

**Builds To:** Work with historical fiction continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

17 Which detail tells you that this passage may be historical fiction?

- A There is a new baby in the house.
- B The event happens in early spring.
- C The family lives far from town.
- D Annie has a corncob doll.

**Instruction:** Provide students an opportunity to tell which detail in a story identifies it as historical fiction.

### Parent Tip A:

*Have your child identify a story you are reading with him/her or he/she is reading as historical fiction and tell you why it is historical fiction.*

# English: Reading/Literature and Research Test

# 5

GRADE

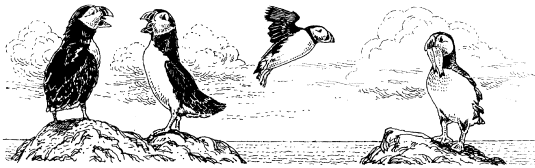
RELEASED



SELECTION

## Rescue of the Puffins

- 1 With a flashlight and cardboard box in hand, Johanna walks with her father as they search the dark city streets. "I think I see one!" Johanna calls to her father. She scoops up the puffin chick and places it in the box along with the other puffins. Johanna and her father search for the small gray chicks late into the night.
- 2 For forty days, puffin chicks live with their puffin parents in burrows built in the cliffs along the coast of Iceland. In August, when the chicks are old enough to fly and live on their own, they leave their burrows and follow the light of the moon to the open sea. The puffins' short flight from the high cliffs to the sea below is at night when they are not as likely to become prey for other animals.
- 3 Thousands of puffins head out to sea, but not all of them make it to the water safely. Many of the young puffins are lured by the lights and noise of the nearby city and never make it to the sea. The confused chicks wander into the city where they are faced with dangers such as vehicles, cats, and dogs. Unable to take off and fly from flat ground, the young puffins roam the city streets in search of a safe hiding place.
- 4 That is where Johanna and other volunteers come into action. Johanna and hundreds of other children attempt to save the puffin chicks from the dangers of the city. They scour the streets during the night hoping to rescue the birds that did not make it to the water. Younger children, like Johanna, search with their parents while some of the older children travel together in groups. The puffins are collected and then released back into the sea where they belong.
- 5 The next morning, Johanna carries her cardboard box of puffins to the edge of the water. Johanna carefully places the puffins on the sand and watches as the waves carry them into deeper water. They dive and then reappear as they head out to the open sea. The puffins still face many dangers. In the sea, the puffins can be threatened by other creatures, scarce food supplies, and oil spills.
- 6 Johanna knows that if the young puffins can survive the dangers of the sea, they will return to this same place as adult puffins to lay their own eggs and raise their own chicks. Johanna watches the puffins swim away. She hopes they will return someday.



# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Use Word Analysis Strategies

**A. Standard of Learning:** 4.3 The student will read and learn the meanings of unfamiliar words.

a) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.

**Builds To:** Work with defining words based on usage in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

18 As it is used in paragraph 3, the word lured means —

- F guided
- G satisfied
- H drowned
- J attracted

**Instruction:** Provide students an opportunity to define an identified word based on its use in a story.

**Reporting Category:** Understand a variety of printed materials/resource materials

**B. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

b) Formulate questions that might be answered in the selection.

**Builds To:** Work with the formulation of questions continues throughout the study of Reading/Literature and Research.

**B**

19 Which question does paragraph 3 answer?

- A How do the puffins live while they are out at sea?
- B At what time of year do puffins head out to sea?
- C Why do some baby puffins become lost in the city?
- D What will Johanna do with the chicks that she finds?

**Instruction:** Provide students an opportunity to read a paragraph from a story and develop a question that the paragraph could answer.

## Parent Tip A:

*Have your child define a word that you have chosen from a story you are reading with him/her based on its use in the story.*

## Parent Tip B:

*Have your child develop a question for a paragraph from a story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning: 4.5** The student will demonstrate comprehension of a variety of literary forms.

d) Paraphrase content of selection, identifying important ideas and providing details for each important idea.

**Builds To:** Work with retelling an event in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

20 The volunteers work together to —

- F find lost puffin chicks and take them to the sea
- G rescue puffin chicks and keep them as pets
- H put puffin chicks back into their burrows
- J reunite puffin chicks with their parents

**Instruction:** Provide your students with an opportunity to paraphrase an event from a story.

## Parent Tip A:

*Have your child paraphrase an event from a story you are reading with him/her or he/she is reading.*

**B. Standard of Learning: 5.6** The student will demonstrate comprehension of a variety of literary forms.

a) Use text organizers such as type, headings, and graphics to predict and categorize information in informational texts.

**Builds To:** Work with headings continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

21 Which paragraph could *best* have the heading "Leaving the Burrow"?

- A 1
- B 2
- C 4
- D 5

**Instruction:** Provide students an opportunity to identify a heading for a paragraph in a story.

## Parent Tip B:

*Have your child give a heading to a paragraph from a story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 5.6 The student will demonstrate comprehension of a variety of literary forms.

b) Locate information to support opinions, predictions, and conclusions.

**Builds To:** Work with locating information to support an idea continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

22 Which information from the passage *best* supports the idea that puffins live in burrows only while raising their young?

F Thousands of puffins head out to sea, but not all of them make it to the water safely.

G In the city, the young puffins face dangers such as vehicles, cats, and dogs.

H Younger children, like Johanna, search with their parents while some of the older children travel together in groups.

J Johanna watches the chicks swim out to the open sea and hopes that they will return as adults to lay their eggs.

**Instruction:** Provide students an opportunity to find information from a passage to support a given idea.

**Reporting Category:** Understand Elements of Literature

**B. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

a) Explain the author's purpose.

**Builds To:** Work with explaining the author's purpose based on evidence from a story continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

23 The author makes this passage both entertain and inform the reader by —

A telling a funny joke at the end

B asking readers to help animals whenever they can

C giving facts to readers in the form of an interesting story

D telling a nice story about a group of friends

**Instruction:** Provide students an opportunity to explain how the author of a story entertains and informs the reader based on evidence from the story.

## Parent Tip A:

*Have your child find support for an idea from a story you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child describe how the author of the story you are reading with him/her entertains and informs the reader.*



# English: Reading/Literature and Research Test



**A. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

b) Describe how the choice of language, setting, and information contributes to the author's purpose.

**Builds To:** Work with describing how an author uses language to establish purpose continues throughout the study of Reading/Literature and Research and increases in complexity.

<p><b>A</b></p> <p>24 The author included paragraphs 2 and 3 to —</p> <ul style="list-style-type: none"> <li>F help the reader understand what is going on in the rest of the story</li> <li>G explain why many puffins can't fly</li> <li>H make the reader want to visit the country of Iceland in the future</li> <li>J introduce the story's main character</li> </ul>	<p>25 After reading the first paragraph, the reader will <i>most</i> likely —</p> <ul style="list-style-type: none"> <li>A know what an adult puffin looks like</li> <li>B wonder what Johanna and her father are doing</li> <li>C understand how baby puffin chicks can be raised by people</li> <li>D find out which country the story happens in</li> </ul>
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**Instruction:** Provide students an opportunity to explain why an author included specified paragraphs in a story; provide students an opportunity to describe what they are wondering about after reading the first paragraph of a passage.

**B. Standard of Learning:** 5.5 The student will read a variety of literary forms, including fiction, nonfiction, and poetry.

a) Describe development of characters in fiction and poetry selections.

**Builds To:** Work with understanding development of characters continues throughout the study of Reading/Literature and Research and increases in complexity.

<p><b>B</b></p>	<p>26 How does Johanna feel at the end of the passage?</p> <ul style="list-style-type: none"> <li>F Tired but curious</li> <li>G Happy and amused</li> <li>H Worried but hopeful</li> <li>J Angry and sad</li> </ul>
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**Instruction:** Provide students an opportunity to describe how a character feels at the end of a passage or story.

## Parent Tip A:

*Have your child explain why certain paragraphs have been included in a story you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child describe how a character feels at the end of a story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

RELEASED



SELECTION

## Shoo, Sheep

Norla Chee

- 1 “Yá’át’ééh.” That is how Navajo Indians say hello.
- 2 When I was a little girl, one of the first nursery rhymes I learned was:  
  
*Mary had a little lamb,  
Its fleece was white as snow;  
And everywhere that Mary went  
The lamb was sure to go.*  
  
It even followed her to school.
- 3 Of course, lambs don’t belong in school. We all know that. But on the Navajo Indian Reservation where I live, whole flocks of sheep go to school sometimes. It’s true.
- 4 The Navajo Reservation extends into three states: New Mexico (where my home is), Arizona, and Utah. The reservation is simply land that belongs to Navajos.
- 5 I am a teacher and have lots of young cousins, so I can tell you that Navajo children are like many other children in America. They wear jeans and T-shirts. They ride bicycles and love to play basketball. They go to school every day, and they do chores at home. But one of their chores might be herding sheep instead of mowing the grass.
- 6 Many Navajo families own sheep. The sheep belong to the mother or grandmother. When I was little, I called the lambs *chub-chubs* because they were so small and woolly.
- 7 Navajo women use the sheep’s wool to weave rugs. First, they shear the sheep, which means the sheep get a haircut. The sheep’s wool is cut so short that they look almost bald.
- 8 Next, the women spin the wool into yarn. They boil plants to dye the yarn different colors. They use tumbleweed for green; alder bark for red, tan, and brown; and snakeweed for yellow.
- 9 Then the women weave the yarn into beautiful rugs to sell. The rug designs might be shapes — zigzags, arrows, and diamonds — or they might look like paintings with people and horses. What is really amazing is that the women don’t use patterns. They weave the designs straight from their imaginations.
- 10 Unlike town and city dwellers, Navajos do not live close to one another. They need room for their sheep to graze, so their houses are spaced far apart. Many families still live in round houses called *hogans*. You can build a small hogan by mixing mud and grass, then shaping it like an upside-down bowl with a door. Put a hole in the top for smoke to escape. Very old hogans don’t have windows.
- 11 Today more Navajo families are building modern houses, but most homes do not have running water. My family keeps water in barrels. Families with sheep must take them to a water hole, which is sometimes more than a mile away. In summer it is the kids’ job to herd their sheep to water. They ride their horses or walk behind the sheep to keep them away from cliffs and moving in the right direction. The kids’ dogs help. They bark to warn the sheepherders about snakes and coyotes.

# English: Reading/Literature and Research Test

# 5

GRADE

## RELEASED ▼ SELECTION

- 12 Some dogs are so smart that they herd sheep by themselves when the kids are in school. But if the dogs take a nap in the shade of a sage bush, the sheep wander off. Now and then the kids go outside for recess and find someone's sheep on the playground, just as in the nursery rhyme.
- 13 When I see the sheep grazing under the swings, I can see the teacher shooing them away. "Shoo, sheep. Shoo, sheep," the teacher will say.
- 14 I imagine the children laughing then and telling the teacher that sheep don't wear shoes.
- 15 "Hágoónee'." Good-bye.

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# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Use Word Analysis Strategies

**A. Standard of Learning:** 5.4 The student will read and learn the meanings of unfamiliar words.

a) Use knowledge of root words, prefixes, and suffixes.

**Builds To:** Work with prefixes and suffixes continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

27 Read this sentence about the article.

The dogs bark to warn the sheepherders.

In which word does ers mean the same as it does in sheepherders?

A steers  
 B feathers  
 C person  
 D teachers

**Instruction:** Provide students an opportunity to identify a word that contains the same letters as a given suffix and has the same meaning.

**Reporting Category:** Understand a variety of printed materials/resource materials

**B. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

c) Make inferences using information from texts.

**Builds To:** Work with making inferences continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

28 You can tell from information presented in this article that —

F all Navajo people have running water in their homes today  
 G Navajo pupils are punished if their sheep graze on the playground  
 H only one of the states has a Navajo reservation location in it  
 J snakes and coyotes are a dangerous threat to sheep

**Instruction:** Provide students an opportunity to make an inference about a passage based on information from the passage.

## Parent Tip A:

Have your child identify words with suffixes that have the same meaning in a poem you are reading with him/her or he/she is reading.

## Parent Tip B:

Have your child make an inference from information contained in a story you are reading with him/her or he/she is reading.

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 5.6 The student will demonstrate comprehension of a variety of literary forms.

c) Identify cause-and-effect relationships

**Builds To:** Work with determining what causes an event in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

29 Sometimes sheep graze on the school playground because —

- A the sheepherding dogs fall asleep on the job
- B the children like to play with them at recess
- C the children are supposed to watch them
- D it is important to learn about sheep at school

**Instruction:** Provide students an opportunity to analyze the cause of an event in a passage.

**B. Standard of Learning:** 5.8 The student will synthesize information from a variety of resources.

a) Skim materials to develop a general overview of content or to locate specific information.

**Builds To:** Work with skimming passages continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

30 If you were asked to skim this article, you should read —

- F every word of the article silently but carefully
- G only the first and last paragraphs of the article
- H quickly through the article to see what the important points are
- J the title and write what you think it will be about

**Instruction:** Provide students an opportunity to define and practice skimming passages.

## Parent Tip A:

*Have your child identify the cause of an event in a story you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child describe and practice how to skim a passage in a story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

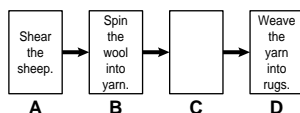
**A. Standard of Learning: 5.8** The student will synthesize information from a variety of resources.

c) Organize and record information on charts, maps, and graphs.

**Builds To:** Work with charts and maps continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

31 Here is a chart showing the steps in weaving a Navajo rug.



Which of these should go in Box C?

- A Paint a picture to weave into a rug later.
- B Color the yarn with plant dyes.
- C Trim the sheep's coat of wool quite short.
- D Sell the beautiful woven rugs.

32 Look at this map.



Which state is on the southern border of the state in which the author of "Shoo, Sheep" lives?

- F Utah
- G Texas
- H Colorado
- J Arizona

## Parent Tip A:

Have your child fill in a missing step of a sequence chart you make based on information in a story you are reading with him/her. In addition, have your child locate on a map a state mentioned in the story you are reading with him/her.

**Instruction:** Provide students an opportunity to fill in a missing step in a chart describing how to do a craft; provide students an opportunity to locate on a map a state described in a story.

# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Understand Elements of Literature

**A. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

b) Describe how the choice of language, setting, and information contributes to the author's purpose.

**Builds To:** Work with determining why an author begins a story in a particular way continues throughout the study of Reading/Literature and Research.

A

33 Why does the author tell a nursery rhyme near the beginning of the article?

- A It is one of the author's favorite nursery rhymes from her childhood.
- B Nursery rhymes are used as an important teaching tool in Navajo schools.
- C It describes a scene that sometimes happens on Navajo reservations.
- D The nursery rhyme was originally written in the Navajo language.

**Instruction:** Provide students an opportunity to explain why an author begins a story in a certain way.

## Parent Tip A:

*Have your child explain why an author chooses to begin a story in a certain way.*

# English: Reading/Literature and Research Test

# 5

GRADE

## RELEASED ▼ SELECTION

### The Lost Boy and the Little People

- 1 A long time ago when the world was new, a young Cherokee boy was exploring the mountains near his home. Kanati walked along dreaming about the time when he would be old enough to go hunting with his father and the other men of the tribe. Preoccupied with his thoughts, Kanati walked higher and higher into the mountains, farther and farther from home. It was beginning to get dark before Kanati realized he was lost.
- 2 Suddenly, ahead of him, Kanati heard noises that sounded like people playing drums and dancing. The sounds seemed to be getting louder, so he continued walking. "Maybe I'm coming to a village," he thought. But when he reached the spot where the sounds seemed to be coming from, the drumming and dancing noises stopped. The spot was barren except for some grass and weeds.
- 3 As Kanati walked on, he heard the drumming and dancing again, but now the sounds were behind him. Kanati returned to the barren spot several times, and each time the sounds disappeared. Finally, he continued on his way. Once again he heard the drumming and dancing behind him.
- 4 It was now very dark, causing Kanati to stumble over a rock and fall down. When he looked up, Kanati saw a little man looking down at him from some huge rocks. The man was about two feet tall, had long dark hair, and wore all white raiments. "He looks like a Cherokee," Kanati thought.
- 5 Scowling, the little man yelled angrily, "What are you doing here?"
- 6 "I'm lost," Kanati answered.
- 7 "Oh? Are you sure you're not spying on the Little People?" the strange little man demanded.
- 8 "Oh, no," the boy replied. "I was walking in the mountains. When it got dark, I couldn't find my way home."
- 9 "I will lead you home," said the little man, "but you must promise never to tell anyone about meeting me or about any noises you heard." Kanati eagerly promised not to tell what he'd seen and heard; he was just anxious to get home!
- 10 So the strange little man led Kanati safely down the mountains to his home. True to his word, Kanati never told anyone about the little man and what he'd seen and heard in the mountains.



# English: Reading/Literature and Research Test

# 5

GRADE

**Reporting Category:** Use Word Analysis Strategies

**A. Standard of Learning:** 4.3 The student will read and learn the meanings of unfamiliar words.

a) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.

**Builds To:** Work with defining a word based on its use in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

34 In paragraph 4, the word raiments means —

- F whiskers
- G sunlight
- H hair
- J clothing

**Instruction:** Provide students an opportunity to tell the meaning of an unknown word based on its use in a story.

## Parent Tip A:

*Have your child give the meaning of an unknown word found in a story you are reading with him/her or he/she is reading.*

**B. Standard of Learning:** 4.5 The student will demonstrate comprehension of a variety of literary forms.

b) Formulate questions that might be answered in the selection.

**Builds To:** Work with formulating questions for a paragraph continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

35 Which question is *not* answered in paragraph 4?

- A Why did the little man yell at Kanati?
- B What did the little man look like?
- C Why did Kanati stumble and fall down?
- D When did Kanati first see the little man?

36 If the author added a sentence at the end of the first paragraph, which of these would fit *best*?

- F This story happened a very, very long time ago.
- G Kanati paused, wondering what he should do next.
- H Many Cherokee tales take place in the mountains.
- J Kanati hoped that a little man would come to help him.

**Instruction:** Provide students an opportunity to identify a question that *cannot* be answered by a given paragraph.

## Parent Tip B:

*Have your child explain why a question cannot be answered using the information from a paragraph in a book you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 4.9 The student will use information resources to research a topic.

b) Collect information, using the resources of the media center.

**Builds To:** Work with collecting information from resources continues throughout the study of Reading/Literature and Research and increases in complexity.

- A**
- 37 To find more stories like this one, you should look in —
- A a book of animal tales from around the world
  - B an encyclopedia under "Cherokee"
  - C an anthology of Native American stories
  - D a textbook about American history

**Instruction:** Provide students an opportunity to identify what other resource would be a source of information on a topic from a story.

## Parent Tip A:

*Have your child identify where to locate additional information on a topic in a story you are reading with him/her or he/she is reading.*

**B. Standard of Learning:** 5.6 The student will demonstrate comprehension of a variety of literary forms.

c) Identify cause-and-effect relationships.

**Builds To:** Work with determining what causes a relationship between characters in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

- B**
- 38 Why did the little man become angry at Kanati?
- F He was too tired to help Kanati find his way home.
  - G Kanati fell on the little man and hurt him.
  - H He thought Kanati was watching the Little People.
  - J Kanati was making too much noise with his drum.

**Instruction:** Provide students an opportunity to determine what caused one person to become angry with another person in a story.

## Parent Tip B:

*Have your child identify the cause of a character's anger in a story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 5.8 The student will synthesize information from a variety of resources.

a) Skim materials to develop a general overview of content or to locate specific information.

**Builds To:** Work with skimming passages continues throughout the study of Reading/Literature and Research and increases in complexity.

A

39 If you wanted to find the part of the story where another person joins the boy, you could —

- A skim until you reach a conversation
- B go directly to the end of the story
- C skim until you find the name of a place
- D study the first paragraph carefully

**Instruction:** Provide students an opportunity to locate part of a story by skimming the content.

**Reporting Category:** Understand Elements of Literature

**B. Standard of Learning:** 4.4 The student will read fiction and nonfiction, including biographies and historical fiction.

a) Explain the author's purpose.

**Builds To:** Work with explaining the author's purpose based on evidence from a story continues throughout the study of Reading/Literature and Research and increases in complexity.

B

40 The purpose of this story is to —

- F teach a lesson in an entertaining way
- G give directions to a special place
- H provide facts about the Cherokee people
- J tell a funny story about a silly boy

**Instruction:** Provide students an opportunity to state the purpose of a story.

## Parent Tip A:

*Have your child locate a certain part of the story by skimming a story you are reading with him/her or he/she is reading.*

## Parent Tip B:

*Have your child state the purpose of a story you are reading with him/her or he/she is reading.*

# English: Reading/Literature and Research Test

# 5

GRADE

**A. Standard of Learning:** 5.5 The student will read a variety of literary forms, including fiction, nonfiction, and poetry.

a) Describe character development in fiction and poetry selections.

**Builds To:** Work with understanding development of characters continues throughout the study of Reading/Literature and Research and increases in complexity.

**A**

41 Which sentence describes how Kanati *probably* felt about the little man at the end of the story?

- A Kanati was amused by the strange and funny little man.
- B Kanati respected the little man and was grateful for his help.
- C Kanati was afraid of the angry little man and what he might do.
- D Kanati felt sorry for the little man and wanted to help him.

**Instruction:** Provide students an opportunity to describe how one character feels about another in a story.

## Parent Tip A:

*Have your child describe how one character feels about another character in a story you are reading with him/her or he/she is reading.*

**B. Standard of Learning:** 5.5 The student will read a variety of literary forms, including fiction, nonfiction, and poetry.

b) Describe the development of plot, and explain how conflicts are resolved.

**Builds To:** Work with analyzing an event in a story continues throughout the study of Reading/Literature and Research and increases in complexity.

**B**

42 The little man led Kanati home, and in exchange Kanati had to —

- F become a spy
- G drum and dance
- H give a gift
- J keep a secret

**Instruction:** Provide students an opportunity to analyze what happened in a particular event in a story.

## Parent Tip B:

*Have your child explain what happened after a certain event occurred in a story you are reading with him/her or he/she is reading.*

# English: Writing Test

# 5

GRADE

RELEASED ▼ ITEMS

## *A Tale of Amazing Adventure*

Aaron's teacher has asked the students to write an adventure story.

Aaron made this chart. Use it to answer questions 1 and 2.

<u>Character</u>	<u>Description</u>	<u>Problem</u>	<u>Solution</u>
Aaron (me)	brave, wise	must rescue friend	seek the great wizard
Tara (horse)	noble, black	must help Aaron	take him places
Bram	funny, rich	_____	be rescued by Aaron
Chaxor	evil, greedy, strong	wants Bram's money	catch him
Magus (wizard)	magical, honorable	is asked to help Aaron	get him to help

# English: Writing Test

# 5

GRADE

**Reporting Category:** Plan, Compose, and Revise in a Variety of Forms for a Variety of Purposes

**A. Standard of Learning:** 5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

b) Organize information.

**Builds To:** Work with a variety of organizational techniques continues throughout the study of Writing and increases in complexity.

**A**

1 Which of these could Aaron use in the blank under **Problem**?

- A good and evil
- B has been captured
- C adventure story
- D will receive help

2 This chart will help Aaron to —

- F correct all of his mistakes
- G understand what he reads
- H plan what will happen in his story
- J decide what kinds of stories he likes best

**Instruction:** Provide students an opportunity to analyze a chart to identify in which category a particular entry would be placed; provide students an opportunity to decide how to use the information in a chart.

## Parent Tip A:

*Have your child organize information for a story into a chart with categories and then give him/her a topic to classify in the appropriate category.*

# English: Writing Test

# 5

GRADE

## RELEASED ▼ ITEMS

**Here is the first part of Aaron's rough draft. Use it to answer questions 3–5.**

(1)One day I woke up to some bad news. (2)My friend, Bram, had been captured by the evil Chaxor. (3)Bram was part of a nice family named the Drummonds. (4)They lived in a castle. (5)He was a regular ten-year-old kid. (6)He was a kind and friendly fellow. (7)He also liked to tell silly jokes. (8)It was horrible to think about how Bram could be trapped in Chaxor's dark cave.

(9)I had to rescue my friend! (10)Something had to be done before it was too late! (11)Quickly I saddled up my noble black horse, Tara. (12)She was as fast as the wind. (13)Together we would help Bram.

(14)I was deeply worried, though. (15)How could we face that evil being? (16)Chaxor had special abilities. (17)We did not have these abilities. (18)Tara was a horse with strength and courage, but she would not be successful alone. (19)I like sitting outside on warm spring nights in April. (20)As for me, I was just a young man. (21)However, I was brave and strong.

# English: Writing Test

# 5

GRADE

**A. Standard of Learning:** 4.7 The student will write effective narratives and explanations.

c) Organize writing to convey a central idea.

**Builds To:** Work with organizing writing continues throughout the study of Writing and increases in complexity.

**A**

3 Which of these sentences does *not* belong in this part of Aaron's story?

- A 17
- B 18
- C 19
- D 20

**Instruction:** Provide students an opportunity to select a sentence that does *not* belong in a draft of a story.

## Parent Tip A:

*Have your child identify a sentence that does not belong in a piece of writing he/she is working on.*

**B. Standard of Learning:** 5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

d) Vary sentence structure.

**Builds To:** Work with sentence structure continues throughout the study of Writing and increases in complexity.

**B**

4 How can sentences 6 and 7 *best* be joined without changing their meaning?

- F He was a kind and friendly fellow also liked to tell silly jokes.
- G A kind and friendly fellow also he liked to tell silly jokes.
- H Was a kind and friendly fellow he also liked to tell silly jokes.
- J He was a kind and friendly fellow who liked to tell silly jokes.

**Instruction:** Provide students an opportunity to vary sentence structure by joining two sentences together without changing their meaning.

## Parent Tip B:

*Have your child choose two sentences from a story he/she has written and join them together into one sentence without changing their meaning.*



# English: Writing Test

# 5

GRADE

**A. Standard of Learning:** 5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

e) Revise writing for clarity.

**Builds To:** Work with revision of writing for clarity continues throughout the study of Writing and increases in complexity.

**A**

5 Which sentence could *best* be added after sentence 21?

- A My adventure story takes place in a land far away.
- B Somehow I would find a way to defeat the evil Chaxor and free my friend.
- C When I woke up, I was sad to hear the news of Bram's capture.
- D Chaxor, who was an evil being, lived in a dark and ugly cave.

**Instruction:** Provide students an opportunity to determine what sentence could best be added to an end of a story.

## Parent Tip A:

*Have your child determine an additional sentence to add to an ending of a story that he/she has written.*

# English: Writing Test

# 5

GRADE

RELEASED ▼ ITEMS

Read this next section of Aaron's rough draft and answer questions 6–9. This section has groups of underlined words. The questions ask about these groups of underlined words.

(22)There was only one person whose power was more stronger than Chaxor's.  
 (23)This was the great wizard, Magus. (24)Magus had helped many people during his long life. (25)He was known by all in our land as being wise powerful, honorable, and fair.  
 (26)There was only one problem. (27)Magus had been hiding from the rest of the world. (28)He lived on a mountaintop. (29)He had been betrayed by someone he trusted and had never left the mountaintop since that time.  
 (30)I knew there was only one thing I could do. (31)Tara and I had to make a long journey. (32)We had to travel to Mount kiandra. (33)Could we get Magus to help us free Bram?  
 (34)He was our only hope. (35)There was one thing I knew for certain. (36)Magus would never turn away someone in need.

**A. Standard of Learning:** 4.8 The student will edit final copies of writings.

d) Use commas in series, dates, and addresses.

**Builds To:** Work with commas continues throughout the study of Writing and increases in complexity.

**A**

6 In sentence 25, wise powerful, honorable, should be written —

- F wise, powerful, honorable,
- G wise powerful honorable
- H wise, powerful honorable
- J as it is

## Parent Tip A:

*Have your child examine a story that he/she has written for correct use of commas in series.*

**Instruction:** Provide students an opportunity to correct errors in the use of commas in a series.

# English: Writing Test

# 5

GRADE

**Reporting Category:** Edit for correct use of language, capitalization, punctuation, and spelling.

**A. Standard of Learning:** 5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

f) Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.

**Builds To:** Work with grammar and capitalization continues throughout the study of Writing and increases in complexity.

**A**

7 In sentence 22, was more stronger should be written —

- A were stronger
- B was more strong
- C was stronger
- D as it is

9 In sentence 32, travel to Mount kiandra should be written —

- A travle to Mount kiandra
- B travvel to mount Kiandra
- C travel to Mount Kiandra
- D as it is

8 In sentence 24, people during should be written —

- F peeple during
- G people durring
- H peopel during
- J as it is

## Parent Tip A:

*Have your child identify grammar, spelling, and capitalization errors in a piece of writing.*

**Instruction:** Provide students an opportunity to correct grammar, spelling, and capitalization mistakes in a piece of writing.

# English: Writing Test

# 5

GRADE

## RELEASED ▼ SELECTION

### *Jennifer's Letter*

Jennifer wants to write a letter to her older brother, Brian.  
He recently moved away to attend college.

Before writing her letter, Jennifer made this list. Use it to answer questions 10 and 11.

#### Things That Have Happened Since Brian Left

1. Our soccer team lost the tournament, but the season was fun anyway.
2. I bought two new fish for my aquarium.
3. Brian moved to Williamstown where he will attend college in the fall.
4. Uncle Charlie came for a visit and gave me a harmonica.
5. A family moved in down the street, and they have a girl my age.
6. We adopted a kitten that was lost.
7. I saw a good movie with my friend Alicia.

# English: Writing Test

# 5

GRADE

**Reporting Category:** Plan, Compose, and Revise in a Variety of Forms for a Variety of Purposes

**A. Standard of Learning:** 4.7 The student will write effective narratives and explanations.

d) Write several related paragraphs on the same topic.

**Builds To:** Work with using a list of information to write a paragraph is continued throughout the study of Writing and increases in complexity.

**A**

10 This list will help Jennifer to —

- F write her letter without any mistakes
- G ask Brian about his new home
- H think of other things she wants to do
- J organize her letter

**Instruction:** Provide students an opportunity to determine how they can use a list of information.

**B. Standard of Learning:** 5.7 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

b) Organize information.

**Builds To:** Work with determining related events from a list is continued throughout the study of Writing and increases in complexity.

**B**

11 Which of these should *not* be on Jennifer's list?

- A 1
- B 3
- C 5
- D 7

**Instruction:** Provide students a list of events and have them indicate which one should *not* be on the list.

## Parent Tip A:

*Have your child make a list of information that he/she wants to write in a letter. Then have your child organize the information.*

## Parent Tip B:

*Have your child look at a list of events and determine the one that does not belong.*

# English: Writing Test

# 5

GRADE

## RELEASED ▼ ITEMS

Here is the first part of Jennifer's rough draft. Use it to answer questions 12–14.

Dear Brian,

(1)Even though you've been gone for only one month, so much has happened since you left. (2)First, I want to tell you about soccer. (3)My team lost the tournament. (4)We came in last place! (5)We had fun playing anyway. (6)We were just starting to work better together as a team when the game ended. (7)Remember when you and Dad took me to a basketball game when I was six? (8)I hope to make the soccer team again next year.

(9)Uncle Charlie came for a visit. (10)He stayed with us for four days. (11)He brought me a gift this was a shiny harmonica. (12)He showed me how to play some tunes! (13)My favorite song is "Turkey in the Straw." (14)When you come home, I'll give you a concert. (15)I think you will be surprised.

# English: Writing Test

# 5

GRADE

**A. Standard of Learning: 4.7** The student will write effective narratives and explanations.

c) Organize writing to convey a central idea.

**Builds To:** Work with organization of writing continues throughout the study of Writing and increases in complexity.

**A**

12 Which of these could *best* be added after sentence 8?

F Only one game was rained out.  
 G We did not win the soccer tournament.  
 H A longer season would have been better for our team.  
 J I hope you will help me practice when you come home to visit.

**Instruction:** Provide students an opportunity to identify an appropriate sentence to insert into a rough draft.

**B. Standard of Learning: 5.7** The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

e) Revise writing for clarity.

**Builds To:** Work with identifying sentences that do not belong and rewriting sentences continues throughout the study of Writing and increases in complexity.

**B**

13 Which of these sentences does *not* belong in Jennifer's letter?

A 6  
 B 7  
 C 9  
 D 10

14 How is sentence 11 *best* written?

F He brought me a gift a shiny harmonica.  
 G He brought me a shiny harmonica it was a gift.  
 H He brought me a shiny harmonica as a gift.  
 J As it is

**Instruction:** Provide students an opportunity to look at a rough draft and determine what sentence does *not* belong; provide students an opportunity to rewrite a sentence from a rough draft that is given to them.

## Parent Tip A:

*Have your child determine a sentence that could best be added to a rough draft.*

## Parent Tip B:

*Have your child look at a rough draft and eliminate a sentence that does not belong and rewrite a sentence to improve its structure.*

# English: Writing Test

# 5

GRADE

RELEASED ▼ ITEMS

Read this next section of Jennifer's rough draft and answer questions 15–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(16)Now I'll tell you the latest pet news. (17)Last weekend I was finding a lost kitten. (18)My friend Alicia and me were walking home from seeing the movie The mystery of Chesapeake Castle. (19)We were talking about the movie when I saw a creature on the sidewalk. (20)It was so tiny and had a sad meow. (21)I brought the kitten home, and Mom and Dad said that I could keep her. (22)I decided to name her after my favorite teacher in school? (23)The other pet news is that I bought two more fish for my aquarium. (24)Their names are Bubbles and Quimby.

(25)There is one last thing I want to tell you. (26)On September 10, a knew family moved into a house down the street. (27)They are the Harveys. (28)They have a dauter named Dinah Harvey. (29)She is my age and is very nice.

(30)Well, that's all the news for now. (31)Write me a letter soon, please. (32)If you do, I won't forget to write you back.

Your little sister,

*Jennifer*

Jennifer



# English: Writing Test

# 5

GRADE

**Reporting Category:** Edit for correct use of language, capitalization, punctuation, and spelling.

**A. Standard of Learning:** 4.8 The student will edit final copies of writings.

c) Use pronoun "I" correctly in compound subjects.

**Builds To:** Work with the correct usage of the pronoun "I" continues throughout the study of Writing.

**A**

15 In sentence 18, Alicia and me were walking should be written —

- A I and Alicia was walking
- B Me and Alicia were walking
- C Alicia and I were walking
- D as it is

## Parent Tip A:

*Have your child look at a rough draft for sentences that contain the pronouns "me" and "I." Then check for proper usage.*

**Instruction:** Provide students an opportunity to correct a sentence that uses "me" as part of a compound subject rather than "I."

# English: Writing Test

# 5

GRADE

**A. Standard of Learning: 5.7** The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.

f) Edit final copies for grammar, capitalization, spelling, and punctuation, especially the use of possessives and quotation marks.

**Builds To:** Work with editing rough drafts continues throughout the study of Writing.

**A**

16 In sentence 17, Last weekend I was finding should be written —

- F Last weekend I found
- G Last weekend I find
- H Last weekend I have found
- J as it is

19 In sentence 26, On September 10, a knew family should be written —

- A On September 10, a new family
- B On september 10, a knew family
- C On september 10, a new family
- D as it is

17 In sentence 18, The mystery of Chesapeake Castile should be written —

- A The Mystery of Chesapeake Castle
- B The Mystery Of Chesapeake castle
- C The Mystery of chesapeake castle
- D as it is

20 In sentence 28, a dauter named Dinah Harvey should be written —

- F a Dauter named Dinah Harvey
- G a daughter named Dinah Harvey
- H a daughter named dinah Harvey
- J as it is

18 In sentence 22, teacher in school? should be written —

- F teacher in School.
- G teacher in school.
- H Teacher in School?
- J as it is

## Parent Tip A:

*Have your child correct errors in capitalization, grammar, punctuation, and spelling in a piece of writing.*

**Instruction:** Provide students an opportunity to correct errors in verb usage, capitalization, punctuation, and spelling in a piece of writing.

# English: Writing Test

# 5

GRADE

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a "Checklist for Writers" that lists points for students to keep in mind as they write. Writing compositions are scored in each of the following domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domains are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A writing prompt from the Spring 2000 administration is shown below.

**Virginia**  
Standards of Learning Assessments

Grade 5

## ENGLISH: WRITING

### PROMPT No. 511

Remember a time when you found something.  
Describe the object and the place where you found it.  
Write a story about how you found it and what you did with it.

### CHECKLIST FOR WRITERS

- ☐ I planned my paper before writing it.
- ☐ I revised my paper to be sure that
  - ☐ the central idea of my paper is clear;
  - ☐ the central idea of my paper is elaborated;
  - ☐ everything in my paper talks about my central idea;
  - ☐ my paper is logically organized so readers will understand my message;
  - ☐ my words and information make my paper interesting to readers; and
  - ☐ my sentences make sense, sound like me, and read smoothly.
- ☐ I edited my paper to be sure that
  - ☐ I used good grammar;
  - ☐ I used capital letters and punctuation marks correctly;
  - ☐ I made my spelling correct; and
  - ☐ I let my readers know where I started new paragraphs.
- ☐ I checked my paper to make sure that it is the way that I want readers to read it.

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# Mathematics Test

# 5

GRADE

**Reporting Category:** Number and Number Sense

**A. Standard of Learning:** 4.1 The student will

b) compare two whole numbers, expressed through millions, using symbols ( $>$ ,  $<$ , or  $=$ ).

**Builds To:** Students will make comparisons of quantities throughout their study of mathematics.

**A**

1 Which is true?

- A  $2,163,489 < 2,089,634$
- B  $2,457,831 < 2,359,678$
- C  $2,934,106 < 2,873,014$
- D  $2,874,365 < 2,897,056$

**Instruction:** Provide students an opportunity to use inequality symbols with numbers through millions.

## Parent Tip A:

*Have your child insert the appropriate inequality symbol between two numbers that you have written on a piece of paper.*

# Mathematics Test

5  
GRADE

**A. Standard of Learning:** 4.2 The student will identify and represent equivalent fractions and relate fractions to decimals, using concrete objects.

**Builds To:** Work with equivalent fractions occurs in all further study of mathematics.

**A**

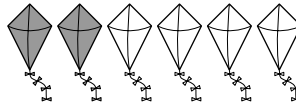
2 Jenny shaded a fraction of this circle.



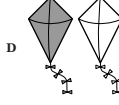
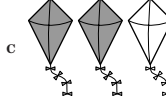
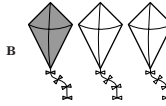
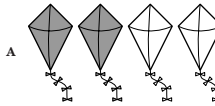
Which shows an equivalent fraction shaded?



3 A fraction of these kites is dark.



Which group has an equivalent fraction of dark kites?



## Parent Tip A:

Have your child examine pictures that can represent fractions (like a picture of a sliced pizza) and identify the fractional parts.

**Instruction:** Provide students an opportunity to determine equivalent fractions from pictorial representations.

# Mathematics Test

5  
GRADE

**A. Standard of Learning:** 4.3 The student will compare the numerical value of fractions having denominators of 12 or less.

**Builds To:** Work with comparing fractions increases in difficulty as students progress through mathematics.

**A**

4 Which fraction has a value greater than  $\frac{3}{4}$ ?

F  $\frac{1}{2}$

G  $\frac{10}{12}$

H  $\frac{3}{7}$

J  $\frac{2}{6}$

**Instruction:** Provide students an opportunity to compare fractions with unlike denominators.

## Parent Tip A:

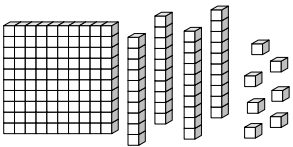
Have your child work with measuring cups to determine equivalence such as  $\frac{2}{4} = \frac{1}{2}$ . Using  $\frac{1}{3}$  cup and  $\frac{1}{4}$  cup, have your child compare the quantities each holds and determine which is larger.

**B. Standard of Learning:** 4.4 The student will read, write, represent, and identify decimals expressed through thousandths, and round to the nearest tenth and hundredth, using concrete materials, drawings, calculators, and symbols.

**Builds To:** Work with decimals continues through the study of mathematics.

**B**

5 What number is represented by the model shown below?



A 1.47  
B 1.74  
C 10.47  
D 14.07

6 A box of cherries weighs 3.082 pounds. What is that rounded to the nearest hundredth of a pound?

F 3.0 pounds  
G 3.1 pounds  
H 3.09 pounds  
J 3.08 pounds

**Instruction:** Provide students an opportunity to round decimals to the nearest hundredth and to work with base ten blocks to represent decimals.

## Parent Tip B:

Have your child identify decimal numbers in the newspaper, read them to you, and round to an appropriate place value.

# Mathematics Test

# 5

GRADE

**A. Standard of Learning:** 5.1 The student will read, write, and identify the place values of decimals through ten-thousandths.

**Builds To:** Work with place value continues through mathematical studies.

**A**

7 Which means "four and thirty-two ten-thousandths"?

- A 4.32
- B 4.032
- C 4.0032
- D 432,000.00

**Instruction:** Provide students with an opportunity to translate between verbal representations and numeric representations of decimals.

## Parent Tip A:

*Have your child write out in words a decimal numeral that you give him/her.*

**B. Standard of Learning:** 5.2 The student will compare the value of two decimals through ten-thousandths using the symbols  $>$ ,  $<$ , or  $=$ .

**Builds To:** Comparison of numerals is continued throughout the study of mathematics.

**B**

8 Which is true?

- F  $1.0254 > 1.24$
- G  $1.1763 > 1.199$
- H  $1.978 > 1.8979$
- J  $1.3046 > 1.3106$

**Instruction:** Provide students an opportunity to compare decimals using the appropriate inequality symbol.

## Parent Tip B:

*Have your child insert an inequality symbol between two decimals that you give him/her.*

# Mathematics Test

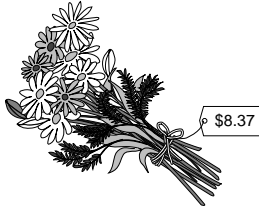
5  
GRADE

**Reporting Category:** Computation and Estimation (Note: On the grade 5 SOL test, students are not allowed to use calculators with items in this reporting category.)

**A. Standard of Learning:** 4.5 The student will create and solve problems involving addition and subtraction of money amounts using various computational methods, including calculators, paper and pencil, mental computation, and estimation.

**Builds To:** Work with solving problems continues through the study of mathematics and increases in difficulty.

**A** 9

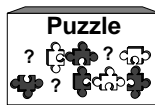


\$8.37

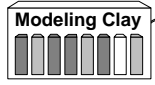
Sarah bought these flowers. If she gave the clerk \$10.00, how much change should she have received?

A \$2.73  
B \$2.37  
C \$1.73  
D \$1.63


10




\$8.97



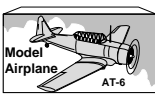
\$12.69



\$4.75



\$9.48



\$16.49

Lynette has \$25 to spend. If she wants to buy the deluxe paint set, which of the following could she also buy?

F 1 model airplane  
G 4 bags of marbles  
H 1 puzzle and 1 box of clay  
J 1 bag of marbles and 1 puzzle

## Parent Tip A:

*Have your child create a problem from a picture that you provide him/her and then solve it.*

**Instruction:** Provide students an opportunity to use information presented in pictures to solve problems involving adding and subtracting money.



# Mathematics Test

5  
GRADE

**A. Standard of Learning:** 4.6 The student will estimate whole-number sums and differences and describe the method of estimation. Students will refine estimates, using terms such as closer to, between, and a little more than.

**Builds To:** Estimation is used throughout the study of mathematics.

**A**

11  $27,649 - 6,926$  is best described as —

- A a little more than 11,000
- B a little more than 20,000
- C a little more than 25,000
- D a little more than 30,000

**Instruction:** Provide students an opportunity to estimate the difference between two numbers.

**B. Standard of Learning:** 4.8 The student will find the product of two whole numbers when one factor has two digits or less and the other factor has three digits or less, using estimation and paper and pencil. For larger products (a two-digit numeral times a three-digit numeral), estimation and calculators will be used.

**Builds To:** Work with multiplication continues throughout the study of mathematics.

**B**

12 
$$\begin{array}{r} 38 \\ \times 53 \\ \hline \end{array}$$

- F 304
- G 1,614
- H 2,014
- J 2,824

**Instruction:** Provide students an opportunity to multiply two-digit numbers.

## Parent Tip A:

*Have your child estimate a sum or difference for two numbers that you provide. Your child should be able to explain the method used to estimate.*

## Parent Tip B:

*Have your child multiply two numbers together and explain the process used.*

# Mathematics Test

5  
GRADE

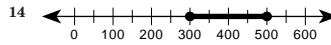
**A. Standard of Learning: 5.3** The student will create and solve problems involving addition, subtraction, multiplication, and division of whole numbers, using paper and pencil, estimation, mental computation, and calculators.

**Builds To:** Work with problem solving increases in emphasis as students study mathematics.

**A**

- 13 Gina has 558 flags to pack into boxes. Each box will hold 62 flags. How many boxes will Gina need to hold all the flags?

A 0.9  
B 9  
C 620  
D 34,596



Which product would be in the range shaded on the number line?

F  $18 \times 19$   
G  $11 \times 25$   
H  $11 \times 12$   
J  $9 \times 15$

## Parent Tip A:

*Have your child create a problem from a picture or diagram. Write a problem that your child will have to solve using one of the four basic operations.*

**Instruction:** Provide students with an opportunity to solve problems involving division and to solve problems that use a diagram for the answer.

# Mathematics Test

5  
GRADE

**A. Standard of Learning: 5.4** The student will find the product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.

**Builds To:** Multiplication of decimals continues throughout the study of mathematics.

A

15  $4.8 \times 7.6 =$

A 3.648  
B 36.28  
C 36.42  
D 36.48

**Instruction:** Provide students with an opportunity to set up and solve a multiplication problem with decimals in tenths.

## Parent Tip A:

*Have your child multiply two numbers together and explain the process used.*

**B. Standard of Learning: 5.5** The student, given a dividend of four digits or less and a divisor of two digits or less, will find the quotient and remainder.

**Builds To:** Work with division continues throughout the study of mathematics.

B

16  $15 \overline{)5,775}$

F 311 R10  
G 380 R7  
H 385  
J 391

**Instruction:** Provide students an opportunity to divide a four-digit dividend by a two-digit divisor.

## Parent Tip B:

*Have your child divide two numbers you provide.*

# Mathematics Test



**A. Standard of Learning: 5.6** The student, given a dividend expressed as a decimal through ten-thousandths and a single-digit divisor, will find the quotient.

**Builds To:** Work with division continues through the study of mathematics.

**A**

17  $0.852 \div 6 =$

A 0.0142  
B 0.142  
C 1.142  
D 1.42

**Instruction:** Provide students with an opportunity to set up and solve a division problem when presented in horizontal form.

**B. Standard of Learning: 5.7** The student will add and subtract with fractions and mixed numerals, with and without regrouping, and express answers in simplest form. Problems will include like and unlike denominators, limited to 12 or less.

**Builds To:** Work with fractions continues throughout the study of mathematics.

**B**

18 
$$\begin{array}{r} 4\frac{5}{6} \\ - 3\frac{1}{6} \\ \hline \end{array}$$

F  $\frac{1}{6}$   
G  $\frac{2}{3}$   
H  $1\frac{2}{3}$   
J  $1\frac{1}{6}$

19  $\frac{5}{9} + \frac{2}{3} =$

A  $\frac{7}{12}$   
B  $\frac{7}{9}$   
C  $1\frac{2}{9}$   
D  $2\frac{3}{9}$

20  $\frac{7}{10} + \frac{1}{10} =$

F  $\frac{2}{5}$   
G  $\frac{4}{5}$   
H  $\frac{7}{10}$   
J  $\frac{7}{20}$

**Instruction:** Provide students an opportunity to add and subtract two fractions with like and unlike denominators and find the simplest form of the answer.

## Parent Tip A:

*Have your child divide a decimal by a whole number.*

## Parent Tip B:

*Have your child add and/or subtract two fractions, two mixed numbers, and/or a combination of fractions and mixed numbers with like and unlike denominators.*

# Mathematics Test

5  
GRADE

**Reporting Category:** Measurement and Geometry

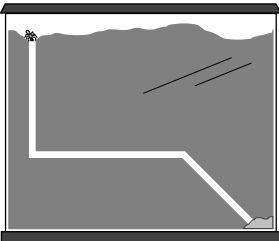
**A. Standard of Learning:** 4.12 The student will

a) estimate and measure length using actual measuring devices and describe the results in both metric and U.S. Customary units, including part of an inch ( $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{8}$ ), inches, feet, yards, millimeters, centimeters, and meters.

**Builds To:** Work with measurement continues through Geometry.

**A**

21



Use your centimeter ruler to help you answer this question. Which is closest to the distance the ant must crawl to reach the other end of the tunnel?

A  $8\frac{1}{2}$  cm

B 9 cm

C  $9\frac{1}{2}$  cm

D  $12\frac{1}{2}$  cm

**Instruction:** Provide students with an opportunity to measure with a centimeter ruler and to add distances together to determine the length.

**B. Standard of Learning:** 4.12 The student will

b) estimate the conversion of inches and centimeters, yards and meters, and miles and kilometers, using approximate comparisons (1 inch is about 2.5 centimeters, 1 meter is a little longer than 1 yard, 1 mile is slightly farther than 1.5 kilometers, or 1 kilometer is slightly farther than half a mile).\*

\* The intent of this standard is for students to make "ballpark" comparisons and not to memorize conversion factors between U.S. and metric units.

**Builds To:** Work with conversion of units continues through Geometry.

**B**

22 Mrs. Garza's scarf is 1 meter wide. About how many yards is that?

F 10

G 5

H 1

J  $\frac{1}{2}$

**Instruction:** Provide students an opportunity to compare meters and yards.

## Parent Tip A:

Have your child measure objects and/or distances around the house in both metric and U.S. Customary units.

## Parent Tip B:

Have your child measure a distance in yards and then meters to compare the units.

# Mathematics Test

## 5 GRADE

### A. Standard of Learning: 4.13 The student will

b) estimate the conversion of quarts and liters, using approximate comparisons (1 quart is a little less than 1 liter, 1 liter is a little more than 1 quart).\*

\* The intent of this standard is for students to make “ballpark” comparisons and not to memorize conversion factors between U.S. and metric units.

**Builds To:** Work with conversion between systems continues through high school mathematics.

A

23 Joe bought a 1-liter bottle of juice. Which is closest to this amount?

- A 1 cup
- B 1 quart
- C 1 gallon
- D 1 pint

**Instruction:** Provide students with an opportunity to make ballpark comparisons in the context of problems.

### Parent Tip A:

*Have students pour liquid into a quart container and a liter container to compare the amounts contained.*


### B. Standard of Learning: 4.14 The student will identify and describe situations representing the use of perimeter and will use measuring devices to find perimeter in both standard and nonstandard units of measure.

**Builds To:** Work with perimeter continues through high school mathematics.

B

24 Use your centimeter ruler to help you answer this question.

Which is closest to the perimeter of this rectangle?



- F 12 centimeters
- G 11 centimeters
- H 8 centimeters
- J 6 centimeters

**Instruction:** Provide students an opportunity to use a centimeter ruler to measure the distance around a rectangle to determine the perimeter.

### Parent Tip B:

*Have your child measure the distance around figures using a ruler and other devices (like string or a piece of paper) and tell you the answer.*

# Mathematics Test

5  
GRADE

**A. Standard of Learning: 5.8** The student will describe and determine the perimeter of a polygon and the area of a square, rectangle, and triangle, given the appropriate measures.

**Builds To:** Work with perimeter and area continues through high school geometry.

**A**

25 What is the area of a rectangle that measures 5 meters wide and 6 meters long?

A 11 m<sup>2</sup>  
B 16 m<sup>2</sup>  
C 22 m<sup>2</sup>  
D 30 m<sup>2</sup>

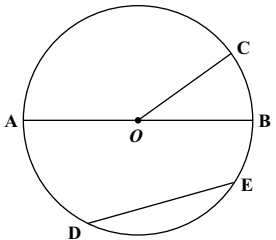
**Instruction:** Provide students an opportunity to find the area of a rectangle when given the length and width.

**B. Standard of Learning: 5.9** The student will identify and describe the diameter, radius, chord, and circumference of a circle.

**Builds To:** Work with circles continues through advanced mathematics.

**B**

26 A circle is drawn, with center point *O*.



The line segment from point *A* to point *B*, through the center of the circle, is called —

F a diameter  
G a radius  
H an arc  
J a circumference

**Instruction:** Provide students an opportunity to analyze the segments of a circle from a diagram.

## Parent Tip A:

Work with your child on determining how much carpet would be needed to cover the floor or how much paint would be needed to cover a wall.

## Parent Tip B:

Have your child use circular objects around the house to identify the parts of a circle (diameter, radius, chord, and circumference).

# Mathematics Test

5  
GRADE

**A. Standard of Learning: 5.10** The student will differentiate between area and perimeter and identify whether the application of the concept of perimeter or area is appropriate for a given situation.

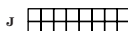
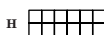
**Builds To:** Work with area and perimeter continues through high school geometry.

**A**

27 You would need to know the perimeter of something if you were—

- A buying enough tiles to cover the floor of a room
- B buying enough wood to make a frame for a picture
- C buying a tablecloth big enough to cover a table
- D buying a box big enough to hold a clock

28 Which figure has an area of 12 and a perimeter of 16?



**Instruction:** Provide students with an opportunity to describe situations that require the use of the perimeter; and to determine a figure that has a given perimeter and area.

## Parent Tip A:

Have your child look at shapes and describe how he/she would find the perimeter and area of the figure.

**B. Standard of Learning: 5.11** The student will choose an appropriate measuring device and unit of measure to solve problems involving measurement of  
b) weight/mass—ounces, pounds, tons, grams, and kilograms.

**Builds To:** Work with weight/mass continues through high school mathematics.

**B**

29



Neil grew the largest pumpkin in town. Which unit would he most likely use to measure the weight of the pumpkin?

- A Ounces
- B Yards
- C Pounds
- D Tons

**Instruction:** Provide students with an opportunity to determine an appropriate unit to measure the weight of an object presented in a picture.

## Parent Tip B:

Have your child identify the appropriate unit of weight/mass to measure objects found around the house.



# Mathematics Test

# 5

GRADE

**A. Standard of Learning: 5.12** The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.

**Builds To:** Students will use the concept of time in solving more complex problems throughout the study of mathematics.

**A**

30 A race started at 11:16 A.M. The first person to cross the finish line came in at 1:22 P.M. How long did it take the first person to reach the finish line?

- F 1 hour, 6 minutes
- G 2 hours, 6 minutes
- H 2 hours, 38 minutes
- J 13 hours, 38 minutes

**Instruction:** Provide students an opportunity to determine elapsed time in a problem context.

## Parent Tip A:

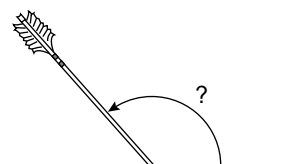
Have your child determine when an event will occur after a certain amount of elapsed time.

**B. Standard of Learning: 5.13** The student will classify angles and triangles as right, acute, or obtuse.

**Builds To:** Work with angles continues through high school mathematics courses.

**B**

31 An arrow makes an angle with the level ground, as shown in the picture.



Which best names this angle?

- A Obtuse
- B Right
- C Acute
- D Straight

32 Which could be the measures of the angles of a right triangle?

- F  $110^\circ, 50^\circ, 20^\circ$
- G  $80^\circ, 50^\circ, 50^\circ$
- H  $36^\circ, 90^\circ, 54^\circ$
- J  $44^\circ, 96^\circ, 40^\circ$

**Instruction:** Provide students an opportunity to classify angles and to determine the possible angle measures for a right triangle.

## Parent Tip B:

Have your child identify angles and triangles around the house. Have them classify the type of angle and/or triangle.

# M

## athematics Test

5  
GRADE

**Reporting Category:** Probability and Statistics

**A. Standard of Learning:** 4.18 The student will determine the probability of a given simple event, using concrete materials.

**Builds To:** Work with probability continues through advanced mathematics courses.

**A**

33 Mike turned these cards face down and shuffled them.

M	E	M	O	R	Y
---	---	---	---	---	---

What is the probability that the first card Mike picks will have an M on it?

A  $\frac{1}{4}$

B  $\frac{1}{2}$

C  $\frac{1}{6}$

D  $\frac{2}{6}$

**Instruction:** Provide students with an opportunity to find the probability of drawing a certain letter from a set of letters.

### Parent Tip A:

*Have your child determine the probability of tossing a coin and having a head turn up or the probability of rolling a six with a single die.*

# Mathematics Test

# 5 GRADE

**A. Standard of Learning: 5.16** The student will

a) solve problems involving the probability of a single event by using tree diagrams or by constructing a sample space representing all possible results.

**Builds To:** Work with probability continues through advanced mathematics courses.

**B. Standard of Learning: 5.16** The student will

b) create a problem statement involving probability based on information from a given problem situation. Students will not be required to solve the problem created.

**Builds To:** Work with probability continues through advanced mathematics courses.

**A**

34

Shirt	Sweater	Pants
White	Blue	Brown
	Green	Black

Which diagram shows all the possible ways to combine one shirt, one sweater, and one pair of pants?

F

```

graph LR
    White --- Blue
    White --- Green
    White --- Brown
    White --- Black
    
```

G

```

graph LR
    White --- Blue
    White --- Green
    Blue --- Brown
    Blue --- Black
    Green --- Brown
    Green --- Black
    
```

H

```

graph LR
    White --- Blue
    White --- Green
    Blue --- Brown
    Green --- Black
    
```

J

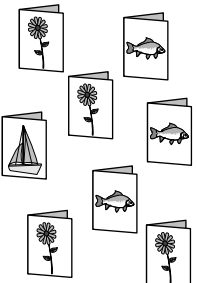
```

graph LR
    White --- Blue
    White --- Brown
    Blue --- Green
    Brown --- Black
    
```

**Instruction:** Provide students with an opportunity to take information presented in a table and make a tree diagram of all possible results.

**B**

35 Randy has these cards.



Which of the following questions about these cards could you use probability to solve?

A If Randy uses 4 of the cards, how many will be left?

B If Randy picks 1 card without looking, what kind of card will it most likely be?

C How many more cards have flowers on them than fish?

D How many cards does Randy have?

**Instruction:** Provide students an opportunity to create a problem statement about probability when given a set of objects.

## Parent Tip A:

When making sandwiches, have your child list all the possible combinations that can be made with the ingredients you have.

## Parent Tip B:

Have your child make a probability statement based on information from a situation like the weather or when playing a game with dice or cards.

# Mathematics Test

5  
GRADE

**A. Standard of Learning: 5.17** The student will collect, organize, and display a set of numerical data in a variety of forms, given a problem situation, using bar graphs, stem-and-leaf plots, and line graphs.

**Builds To:** Work with data continues through advanced mathematics.

A

- 36 This list shows the total points per player of three teams in Bonnie's basketball league.

46 24 32 25 10 49 28 57  
18 22 19 14 35 15 18 12  
27 15 17 16 22 12 26 25

Which stem-and-leaf plot shows the same information?

F

Points per Player	
Stem	Leaf
1	0, 2, 4, 5, 6, 7, 8, 9
2	2, 4, 5, 6, 7, 8
3	2, 5
4	6, 9
5	7
6	

G

Points per Player	
Stem	Leaf
1	2, 2, 4, 5, 5, 6, 7, 8, 9
2	2, 2, 4, 5, 5, 6, 7, 8
3	2, 5
4	6, 9
5	7
6	

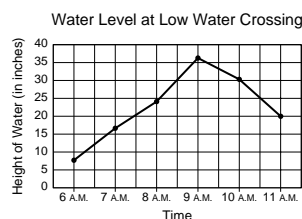
H

Points per Player	
Stem	Leaf
1	0, 2, 4, 5, 6, 7, 8, 9
2	2, 4, 5, 6, 7, 8
3	2, 5
4	6, 9
5	7
6	0

J

Points per Player	
Stem	Leaf
1	0, 2, 2, 4, 5, 5, 6, 7, 8, 8, 9
2	2, 2, 4, 5, 5, 6, 7, 8
3	2, 5
4	6, 9
5	7
6	

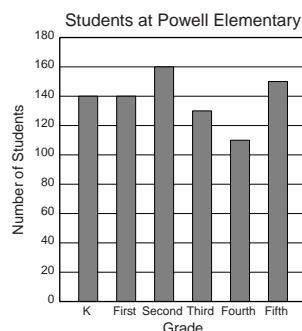
- 37 After a heavy rainstorm, Mrs. Mendez recorded the height of the water at a low water crossing. She used her data to make the graph below.



Which is closest to the height of the water recorded at 9:30 A.M.?

- A 27 in.  
B 30 in.  
C 33 in.  
D 36 in.

- 38 The graph shows the number of students in each grade at Powell Elementary School.



Which is closest to the number of students that were in Third Grade?

- F 122  
G 125  
H 131  
J 139

## Parent Tip A:

Have your child interpret information from a bar or lines graph taken from a newspaper or magazine.

**Instruction:** Provide students an opportunity to interpret a bar graph to answer a question (38); to arrange data into a stem-and-leaf plot (36); and to interpret a line graph to answer a question (37).

# Mathematics Test

5  
GRADE

**A. Standard of Learning: 5.18** The student will find the mean and mode of a set of data.

**Builds To:** Work with the mean and mode continues throughout the study of mathematics.

**A**

- 39 The table shows the number of cassette tapes sold by a store each day last week.

Day	Number of Tapes Sold
Sunday	84
Monday	75
Tuesday	64
Wednesday	50
Thursday	66
Friday	84
Saturday	87

What was the mode for this set of data?

- A 37
- B 72.6
- C 75
- D 84

- 40 This notebook page shows the number of students in each fifth-grade class.

<input type="radio"/>	Garcia	24
<input type="radio"/>	Burke	18
<input type="radio"/>	Singh	20
<input type="radio"/>	Morris	22
<input type="radio"/>		
<input type="radio"/>		

What is the mean (average) number of students per class?

- F 18
- G 20
- H 21
- J 23

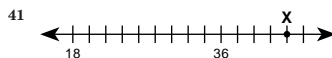
**Instruction:** Provide students an opportunity to find the mean for a set of data and to find the mode from a table of data.

**Reporting Category:** Patterns, Functions, and Algebra

**B. Standard of Learning: 4.20** The student will identify and locate missing whole numbers on a given number line.

**Builds To:** Work with the number line continues as students study the Real number system.

**B**



Which best describes the location of point X?

- A 40
- B 44
- C 54
- D 58

**Instruction:** Provide students an opportunity to locate numbers on a number line that does not start with zero.

## Parent Tip A:

Have your child use the newspaper to gather data and find the mean (average) and mode (most frequently occurring number) of that data.

## Parent Tip B:

Have your child place numbers on a number line using cards with numbers and a piece of string as the line. Attach the number cards with clothespins.

# Mathematics Test

5  
GRADE

**A. Standard of Learning: 4.21** The student will extend a given pattern, using concrete materials and tables.

**Builds To:** Work with patterns and tables continues through the study of mathematics.

**A**

42 Look at this pattern of shapes.



If this pattern continues, what should the tenth shape look like?



43 The table shows the time airplanes left the airport.

Airplane	Time
1	8:15 A.M.
2	8:30 A.M.
3	8:45 A.M.
4	9:00 A.M.
5	9:15 A.M.

If the pattern continues, what time should the seventh airplane leave?

- A 9:30 A.M.
- B 9:45 A.M.
- C 10:00 A.M.
- D 10:15 A.M.

**Instruction:** Provide students an opportunity to determine a particular item in the pattern if the pattern is extended; and to extend a pattern presented in a table.

**B. Standard of Learning: 5.19** The student will investigate, describe, and extend numerical and geometric patterns, including triangular numbers, perfect squares, patterns formed by powers of 10, and arithmetic sequences. Concrete materials and calculators will be used.

**Builds To:** Work with numerical and geometric patterns continues through advanced mathematics.

**B**

44 These figures form a pattern.



If the pattern continues, what will the eighth figure look like?



45 If this pattern of numbers continues, what number should go in the box?

2, 6, 4, 8, 6, 10,

- A 6
- B 8
- C 10
- D 14

46



If the pattern continues, how many blocks should be in the next figure in the pattern?

- F 13
- G 15
- H 16
- J 20

**Instruction:** Provide students an opportunity to work with triangular numbers, numerical patterns, and geometric patterns.

## Parent Tip A:

Have your child look at a pattern diagram and predict what item would be in a specified position (tenth) if the pattern were extended.

## Parent Tip B:

Have your child make up a pattern using geometric shapes and/or numbers and then describe the pattern to you.

# Mathematics Test

# 5

GRADE

**A. Standard of Learning: 5.20** The student will

a) investigate and describe the concept of variable.

**Builds To:** Work with variables continues through the study of mathematics.

**A**

47 If  $A = 5$ , which number sentence is true?

- A  $12 + A = 7$
- B  $A - 3 = 8$
- C  $A \times 4 = 20$
- D  $15 \div A = 10$

**Instruction:** Provide students an opportunity to determine whether an equation is true based on a given replacement for the variable.

## Parent Tip A:

*Have your child identify a variable in a mathematical sentence and then determine the value of the sentence when the variable is replaced with numbers.*

**B. Standard of Learning: 5.20** The student will

b) use a variable to represent a given verbal quantitative expression, involving one operation.

**Builds To:** Work with translating verbal expressions to algebraic expressions continues through high school mathematics.

**B**

48 If  $n$  represents a number, which of these means the same as the expression  $n + 6$ ?

- F Six less than a number
- G Six more than a number
- H Six divided by a number
- J Six times a number

**Instruction:** Provide students with an opportunity to translate from an algebraic expression to a verbal expression.

## Parent Tip B:

*Have your child write a verbal statement for an algebraic expression that you provide him/her.*

# Mathematics Test

# 5

GRADE

**A. Standard of Learning: 5.20** The student will

c) write an open sentence, using a variable to represent a given mathematical relationship.

**Builds To:** Work with equations (open sentences) continues through high school mathematics.

**A**

49 Jane uses 42 cups of dog food each week to feed her dog. Which number sentence should be used to find  $N$ , the number of cups Jane feeds her dog each day?

- A  $42 + N = 7$
- B  $42 - N = 7$
- C  $42 \div 7 = N$
- D  $42 \times N = 7$

**Instruction:** Provide students an opportunity to represent a given verbal statement with an open sentence that contains a variable.

## Parent Tip A:

*Have your child translate a verbal expression to an algebraic expression.*

**B. Standard of Learning: 5.21** The student will create a problem situation based on a given open sentence using a single variable.

**Builds To:** Work with open sentences and problems continues through the study of mathematics

**B**

50 Which can be solved by using the open sentence  $K + 5 = ?$

- F Mae did 5 times as many sit-ups as Katy. If  $K$  is the number of sit-ups Katy did, how many sit-ups did Mae do?
- G Joan ran 5 fewer meters than Kiran. If  $K$  is the number of meters Kiran ran, how many meters did Joan run?
- H Keith takes 5 minutes to run each lap around the gymnasium. If  $K$  is the number of laps Keith ran, how long did he run?
- J Sharon did 5 more push-ups than Kevin. If  $K$  is the number of push-ups Kevin did, how many push-ups did Sharon do?

**Instruction:** Provide students with an opportunity to create a problem based on a given open sentence.

## Parent Tip B:

*Have your child create a problem to match a given algebraic sentence.*



# Science Test

# 5 GRADE

**Reporting Category:** Scientific Investigation

**A. Standard of Learning:** 4.1 The student will plan and conduct investigations in which

a) distinctions are made among observations, conclusions (inferences), and predictions.

**Builds To:** Work with investigations continues in the study of science and increases in complexity of analysis.

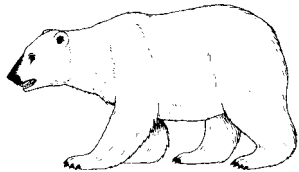
**B. Standard of Learning:** 4.1 The student will plan and conduct investigations in which

b) data are classified to create frequency distributions.

**Builds To:** Work with collecting data continues throughout the study of science and mathematics and increases in complexity.

**A**

1



Which of these is a conclusion rather than an observation?

- A This bear lives in a cold climate.
- B This bear has big teeth.
- C This bear has black claws.
- D This bear has small ears and eyes.

**Instruction:** Provide students an opportunity to select possible conclusions from a list of observations.

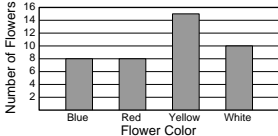
**B**

2 **Number of Flowers in a Field**

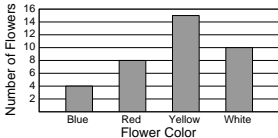
Flower Color	Number of Flowers
Blue	4
Red	8
Yellow	15
White	10

The chart shows the number of flowers seen in a field. Which of these best shows these data?

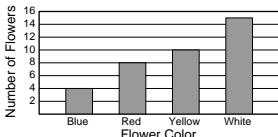
**F**



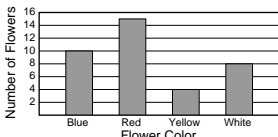
**G**



**H**



**J**



**Instruction:** Provide students an opportunity to take data from a frequency table and make a bar graph.

## Parent Tip A:

*Have your child make predictions and conclusions based on observations he or she has made.*

## Parent Tip B:

*Have your child tally how often several events occur and then make a bar graph of the information.*

# Science Test

## 5 GRADE

**A. Standard of Learning:** 4.1 The student will plan and conduct investigations in which


c) appropriate metric measures are used to collect, record, and report data.

**Builds To:** Work with metric measurements continues throughout the study of science and mathematics and increases in complexity.

**A**

3 The length of an adult human footprint would be closest to 20 —

- A millimeters
- B centimeters
- C meters
- D dekameters

4 

What is the length of this caterpillar?

- F 6.0 cm
- G 6.5 cm
- H 7.0 cm
- J 7.5 cm

**Instruction:** Provide students an opportunity to estimate the length of objects in centimeters with a picture and without a picture.


**B. Standard of Learning:** 4.1 The student will plan and conduct investigations in which

d) appropriate instruments are selected to measure linear distance, volume, mass, and temperature.

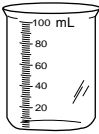
**Builds To:** Work with measuring instruments continues throughout the study of mathematics and science and increases in complexity.

**B**


5 Which of these should be used to accurately measure 250 mL of water?




A



C



B



D

**Instruction:** Provide students an opportunity to determine an appropriate instrument for a specific measurement from pictures and with objects.

### Parent Tip A:

*Have your child measure objects around the house using a metric measuring device.*

### Parent Tip B:

*Have your child explain what instrument would be used to measure different objects and different dimensions of the object (mass, length, capacity).*

# Science Test

# 5 GRADE

**A. Standard of Learning: 4.1** The student will plan and conduct investigations in which  
g) variables that must be held constant in an experimental situation are defined.

**Builds To:** Work with variables continues in the study of science and increases in importance as experiments become more complex.

**B. Standard of Learning: 5.1** The student will plan and conduct investigations in which  
c) data are collected, recorded, and reported using the appropriate graphical representation (graphs, charts, diagrams).

**Builds To:** Work with collecting and analyzing data continues through the study of science and mathematics and increases in complexity.

**A**

6 Students want to find out if an empty can rolls down a ramp faster than a can filled with sand. Which of these would be the fairest way to find out?

Diagram F: Empty can on a 20 cm high, 30 cm long ramp; Sand can on a 20 cm high, 50 cm long ramp.

Diagram G: Empty can on a 20 cm high, 30 cm long ramp; Sand can on a 15 cm high, 20 cm long ramp.

Diagram H: Empty can on a 20 cm high, 30 cm long ramp; Sand can on a 20 cm high, 30 cm long ramp.

Diagram J: Empty can on a 20 cm high, 30 cm long ramp; Sand can on a 20 cm high, 30 cm long ramp.

**Instruction:** Provide students an opportunity to analyze an experiment for variables that should be held constant.

**B**

7

**Organism Population**

Days	Number of Organisms
5	1000
10	2000
15	2500
20	2000
25	0

Jack grew some very small organisms in a jar of pond water. Each day, he counted the number of organisms he saw on a slide. Then he estimated how many organisms were in the jar. On what day were almost all of the organisms dead?

A 5  
B 15  
C 20  
D 25

**Instruction:** Provide students an opportunity to answer questions based on data displayed in a bar graph.

## Parent Tip A:

Have your child look at question 6 and tell you how each set of pictures could be changed to make a fair experiment.

## Parent Tip B:

Have your child answer questions about a bar graph found in a newspaper or magazine.

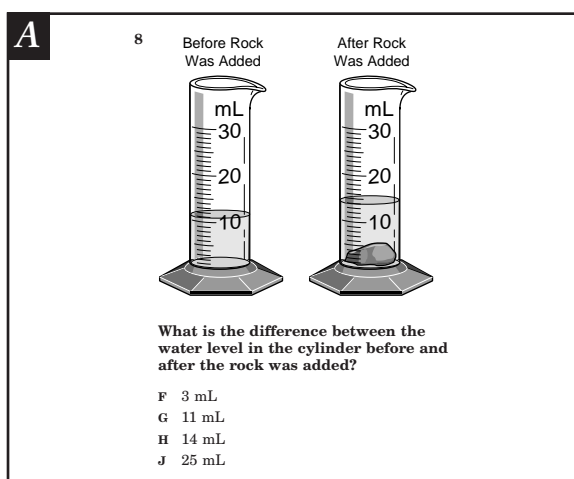
# Science Test

5  
GRADE

**A. Standard of Learning: 5.1** The student will plan and conduct investigations in which

d) accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder).

**Builds To:** Work with measurements and tools of measurement continues throughout the study of science and mathematics and increases in complexity.

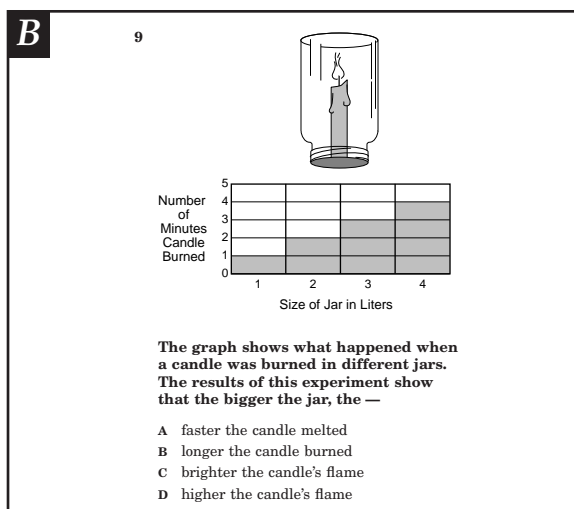


**Instruction:** Provide students an opportunity to find the difference in water level after a rock is added.

**B. Standard of Learning: 5.1** The student will plan and conduct investigations in which

e) predictions are made using patterns, and simple graphical data are extrapolated.

**Builds To:** Work with patterns and graphs continues through the study of science and mathematics and increases in complexity.



**Instruction:** Provide students an opportunity to analyze a bar graph and state the relationship between the variables represented by the graph.

## Parent Tip A:

Have your child measure water in a measuring cup and then add a rock to the cup and determine the difference in the measurement.

## Parent Tip B:

Have your child examine a bar graph found in a newspaper or magazine and analyze the relationship between the variables represented in the graph.

# Science Test

## 5 GRADE

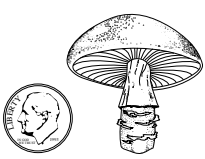
**A. Standard of Learning: 5.1** The student will plan and conduct investigations in which

f) estimations of length, mass, and volume are made.

**Builds To:** Work with estimation continues throughout the study of science and mathematics and increases in complexity.

**A**

10



About how tall is this mushroom?

F 1 kilometer  
G 4 centimeters  
H 3 meters  
J 10 millimeters

**Instruction:** Provide students an opportunity to estimate the height of an object when given with a reference object.

**Reporting Category:** Force, Motion, Energy, and Matter

**B. Standard of Learning: 4.2** The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include

d) efficiency, friction, and inertia.

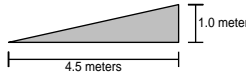
**Builds To:** Work with energy and simple machines continues throughout the study of science, especially in physical science and physics.

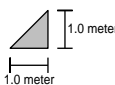
**B**

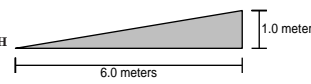
11 Objects with greater inertia are more difficult to move than those with less inertia. Which object has the greatest inertia?

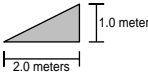
A A bicycle  
B A school bus  
C A rowboat  
D A basketball

12 Which of these inclined planes would be most efficient to use to move an object upward?

F 

G 

H 

J 

**Instruction:** Provide students with an opportunity to investigate what makes an inclined plane the most efficient simple machine for a specified task and to determine the relative inertia of objects.

### Parent Tip A:

*Have your child estimate the height of an object when compared to his/her height.*

### Parent Tip B:

*Have your child explain why it is easier to go down a ramp (inclined plane) than to go up the ramp.*

# Science Test

5  
GRADE

**A. Standard of Learning:** 4.3 The student will investigate and understand the characteristics of electricity. Key concepts include

a) the nature of electricity (voltage, ampere, resistance, conductors, and insulators).

**Builds To:** Work with electricity continues throughout the study of science, especially in physical science and physics.

**A**

13 Copper is called a good conductor because it can carry —

- A water
- B electricity
- C air
- D natural gas

**Instruction:** Provide students an opportunity to investigate objects that are conductors and nonconductors.

## Parent Tip A:

*Have your child explain what a conductor is (transmits electricity) and identify examples in the home.*

**B. Standard of Learning:** 4.3 The student will investigate and understand the characteristics of electricity. Key concepts include

d) static electricity.

**Builds To:** Work with electricity continues throughout the study of science, especially in physical science and physics.

**B**

14 Dragging your feet across a rug and then touching a doorknob and getting shocked is a result of —

- F static electricity
- G magnetism
- H current electricity
- J resistance

15 Which of these is caused by static electricity?

- A Water flowing very fast through a small tube
- B Hair sticking to a comb on a cold, dry day
- C Wilting of plant leaves in the summertime
- D Light shining from a flashlight

**Instruction:** Provide students an opportunity to investigate examples of static electricity.

## Parent Tip B:

*Have your child explain the static electricity that is formed by rubbing your shoe on a carpet in the wintertime.*

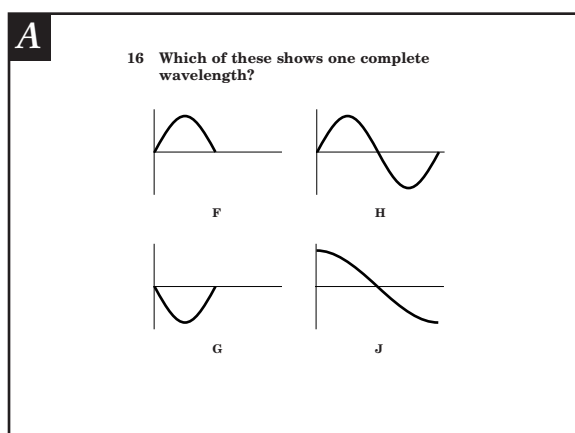
# Science Test

## 5 GRADE

**A. Standard of Learning: 5.3** The student will investigate and understand basic characteristics of white light. Key concepts include

a) the visible spectrum, light waves, reflection, refraction, diffraction, opaque, transparent, translucent.

**Builds To:** Work with characteristics of white light continues throughout the study of science and increases in complexity.



**Instruction:** Provide students an opportunity to investigate what a wavelength looks like.

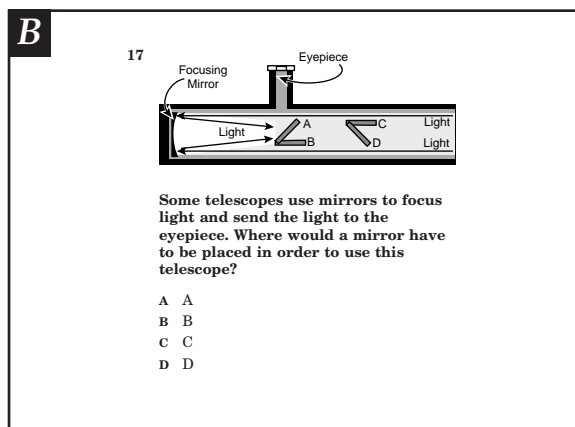
### Parent Tip A:

*Have your child explain what causes reflection, what "transparent" means, and what a light wave looks like.*

**B. Standard of Learning: 5.3** The student will investigate and understand basic characteristics of white light. Key concepts include

b) optical tools (eyeglasses, lenses, flashlight, camera, kaleidoscope, binoculars, microscope, light boxes, telescope, prism, spectroscope, mirrors).

**Builds To:** Work with optical tools continues throughout the study of science and increases in complexity.



**Instruction:** Provide students an opportunity to investigate how mirrors must be placed in a telescope to reflect light.

### Parent Tip B:

*Have your child explain how mirrors can be used to reflect light in optical tools (microscope or camera).*

# Science Test

# 5

GRADE

**A. Standard of Learning:** 5.3 The student will investigate and understand basic characteristics of white light. Key concepts include

c) historical contributions in understanding light.

**Builds To:** Work with white light continues throughout the study of science and increases in complexity.

**A**

18 Thomas Edison used electricity in many of his inventions. Which of these was one of his inventions?

- F The electric can opener
- G The electric light bulb
- H The telephone
- J The electron microscope

**Instruction:** Provide students an opportunity to investigate the contributions of Thomas Edison to electricity.

## Parent Tip A:

*Have your child tell you about Thomas Edison and his inventions that used electricity.*

**B. Standard of Learning:** 5.4 The student will investigate and understand that matter is anything that has mass; takes up space; and occurs as a solid, liquid, or gas. Key concepts include

a) atoms, molecules, elements, and compounds.

**Builds To:** Work with matter and its characteristics is used in more complex forms in Chemistry.

**B**

19 All elements are made up of —

- A atoms
- B compounds
- C mixtures
- D solutions

**Instruction:** Provide students an opportunity to investigate the models of elements and atoms.

## Parent Tip B:

*Have your child identify matter in its various states (solid, liquid, gas) and explain that matter is made up of atoms.*



# Science Test

# 5 GRADE

**A. Standard of Learning: 5.4** The student will investigate and understand that matter is anything that has mass; takes up space; and occurs as a solid, liquid, or gas. Key concepts include

c) effect of temperature on the states of matter.

**Builds To:** Work with the changes in the states of matter is used in more complex forms in Chemistry.

**Reporting Category:** Life Processes and Living Systems

**B. Standard of Learning: 4.4** The student will investigate and understand basic plant anatomy and life processes. Key concepts include

b) processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed).

**Builds To:** Work with plants continues throughout the study of science and is used in more complex forms in Biology.

**A**

20 Which of these is being changed from a solid to a liquid?

F H

G J

**Instruction:** Provide students an opportunity to analyze diagrams for the change from solid to a liquid.

**B**

21 Which plant part will become a new plant?

A Seed

B Stem

C Root

D Leaf

**Instruction:** Provide students an opportunity to investigate the function of the plant parts, especially the seed.

## Parent Tip A:

*Have your child observe what happens as an ice cube melts and then explain how that is a change of state.*

## Parent Tip B:

*Have your child look at seeds for a plant and then look at an example of that plant. Discuss the process of development from seed to plant.*

# Science Test

# 5

GRADE

**A. Standard of Learning:** 4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include

c) photosynthesis (chlorophyll, carbon dioxide).

**Builds To:** Work with plants continues throughout the study of science and is used in more complex forms in Biology.

**A**

22 Which gas is used by plants during photosynthesis?

- F Oxygen
- G Nitrogen
- H Carbon dioxide
- J Natural gas

23 Which of these is the source of energy for photosynthesis?

- A Electricity
- B Magnetism
- C Sunlight
- D Gravity

**Instruction:** Provide students an opportunity to investigate what a plant uses during photosynthesis.

**B. Standard of Learning:** 4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include

a) behavioral and structural adaptations.

**Builds To:** Work with ecosystems continues throughout the study of science and is used in more complex forms in Earth Science and Biology.

**B**

24 Which of these is most important for helping an animal move through soft sand or snow?

- F Short thin legs
- G A long bushy tail
- H A long neck
- J Big wide feet

**Instruction:** Provide students an opportunity to investigate what helps an animal move through a particular ecosystem.

## Parent Tip A:

*Have your child grow two plants. Once they are about the same height, place one in a dark closet and the other in direct sunlight. Over a period of several weeks, have your child observe which plant appears to be more healthy.*

## Parent Tip B:

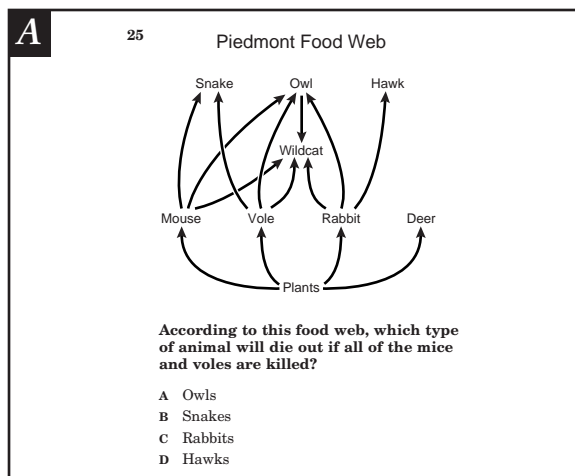
*Have your child identify animals and their structural adaptations to the environment, such as seals with slick coats or polar bears' fur.*

# Science Test

## 5 GRADE

- A. Standard of Learning: 4.5** The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include
- c) flow of energy through food webs.

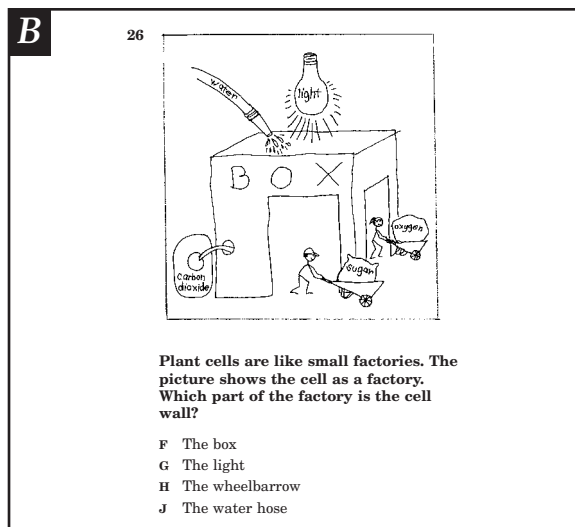
**Builds To:** Work with food webs continues throughout the study of science and is used in more complex forms in Earth Science and Biology.



**Instruction:** Provide students with an opportunity to interpret a food web to answer a question.

- B. Standard of Learning: 5.5** The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include
- a) parts of a cell.

**Builds To:** Work with cells continues throughout the study of science and is used in more complex forms in Biology.



**Instruction:** Provide students an opportunity to investigate the parts of a cell when the cell is compared to a factory.

### Parent Tip A:

Have your child look at the food web in question 25 and tell you what would happen if animals such as rabbits or wildcats are removed.

### Parent Tip B:

Have your child identify the functions of cells by drawing a diagram and describing the role of each part of the cell.

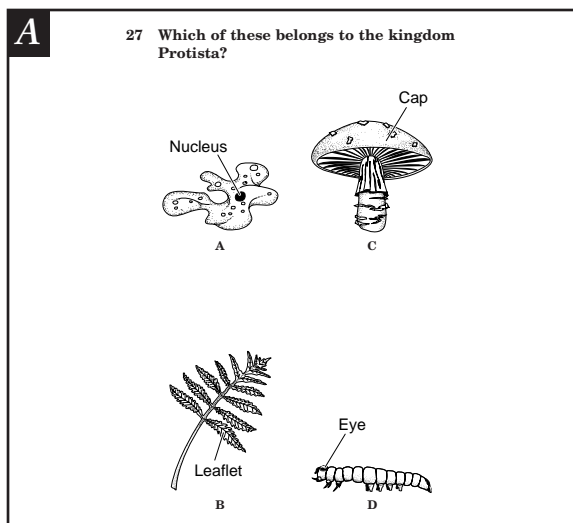
# Science Test

## 5 GRADE

**A. Standard of Learning:** 5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include

b) five kingdoms of living things.

**Builds To:** Work with the kingdoms of living things continues throughout the study of science and is used in more complex forms in Biology.

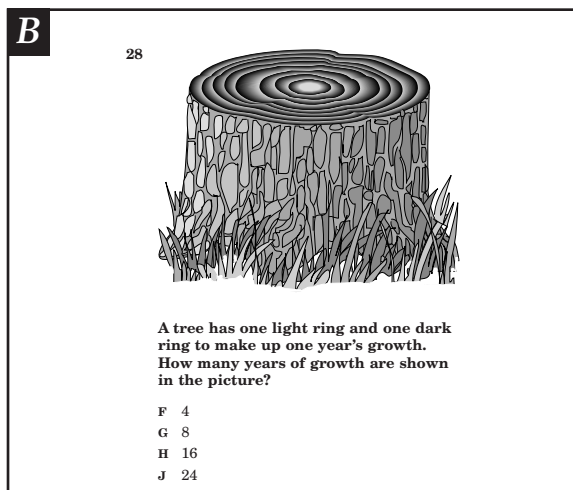


**Instruction:** Provide students an opportunity to investigate the characteristics of each kingdom.

**B. Standard of Learning:** 5.5 The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include

c) vascular and nonvascular plants.

**Builds To:** Work with plants continues throughout the study of science and is used in more complex forms in Biology.



**Instruction:** Provide students an opportunity to determine the age of a tree by counting the rings.

### Parent Tip A:

Have your child identify pictures of organisms that belong to each of the five kingdoms: monerans, protists, fungi, plants, and animals.

### Parent Tip B:

Have your child look at a tree stump and try to determine how old the tree was.

# Science Test

5  
GRADE

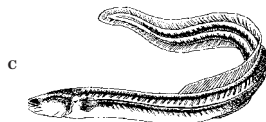
**A. Standard of Learning: 5.5** The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts include

d) vertebrates and invertebrates.

**Builds To:** Work with vertebrates and invertebrates continues through the study of science and is used in more complex forms in Biology.

**A**

29 Which of these has a backbone, skull, and ribs?



30 Which of these are found only in vertebrates?

- F Blood
- G Backbones
- H Shells
- J Fur

## Parent Tip A:

*Have your child identify a vertebrate and describe the characteristics of vertebrates.*

**Instruction:** Provide students an opportunity to investigate the characteristics of vertebrates.

# Science Test

# 5

GRADE

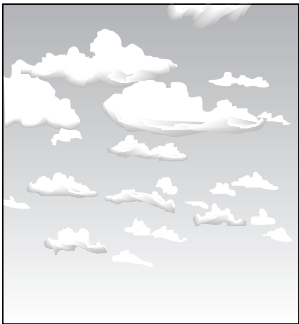
**Reporting Category:** Earth/Space Systems and Cycles

**A. Standard of Learning:** 4.6 The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include

a) weather factors (temperature, air pressure, fronts, formation and type of clouds, and storms).

**Builds To:** Work with weather continues throughout the study of science and increases in complexity.

**A** 31



What type of cloud is shown above?

- A Cirrus
- B Cumulus
- C Stratus
- D Nimbostratus

**Instruction:** Provide students an opportunity to investigate the different types of clouds.

**B. Standard of Learning:** 4.6 The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include

b) meteorological tools (barometer, hygrometer, anemometer, rain gauge, and thermometer).

**Builds To:** Work with weather continues throughout the study of science and increases in complexity.

**B** 32

Changes in the pressure of the air can be measured by —

- F barometers
- G thermometers
- H weather vanes
- J anemometers

**Instruction:** Provide students an opportunity to investigate the use of a barometer.

## Parent Tip A:

*Have your child identify a cloud in the sky and explain its characteristics.*

## Parent Tip B:

*Have your child read a barometer and explain what it measures.*

# Science Test

# 5 GRADE

**A. Standard of Learning:** 4.7 The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include

b) the causes for the Earth's seasons and phases of the moon.

**Builds To:** Work with the relationship of the Earth, moon, and sun continues throughout the study of science and increases in complexity.

**A**

33 The sun heats the Earth unevenly, making the poles cold and the tropics hot, because —

- A the tropics face more directly toward the sun
- B the poles are covered with ice which causes cold air
- C seasons change
- D weather changes

**Instruction:** Provide students an opportunity to analyze the relationship of the Earth's axial tilt and sunlight striking the Earth.

## Parent Tip A:

*Have your child explain the difference in seasons around the Earth.*

**B. Standard of Learning:** 4.7 The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include

c) the relative size, position, and makeup of the Earth, moon, and sun.

**Builds To:** Work with the relationship of the Earth, moon, and sun continues throughout the study of science and increases in complexity.

**B**

34 Which of these is the biggest?

- F The moon
- G The Earth
- H The sun
- J Jupiter

35 The Earth, the other planets, and the sun are all a part of the solar system. How is the sun different from other parts of the solar system?

- A It is smaller than most of the planets in the solar system.
- B It is farther from the solar system than the planets.
- C It is producing most of the heat and light in the solar system.
- D It is made up of elements that cannot be found on the planets.

**Instruction:** Provide students an opportunity to investigate the relative size of the Earth, moon, and sun; and to understand the characteristics of the sun that make it different from the rest of the solar system.

## Parent Tip B:

*Have your child draw the Earth, moon, and sun, making sure the sizes are represented correctly. Have your child explain the features of the sun that make it different from the other parts of the solar system.*

# Science Test

# 5

GRADE

**A. Standard of Learning: 4.8** The student will investigate and understand important Virginia natural resources. Key concepts include

c) minerals, rocks, ores, and energy sources.

**Builds To:** Work with natural resources continues throughout the study of science and increases in complexity.

**A**

36 Why is coal an important resource in Virginia?

F It is a source of steel.  
G It is an energy source.  
H It is a basic building material.  
J It is ground into fertilizer.

**Instruction:** Provide students an opportunity to investigate the use of coal in Virginia.

## Parent Tip A:

*Have your child discuss how coal is produced and used in Virginia.*

**B. Standard of Learning: 5.6** The student will investigate and understand characteristics of the ocean environment. Key concepts include

a) geological characteristics (continental shelf, slope, rise).

**Builds To:** Work with oceanography continues throughout the study of science and increases in complexity.

**B**

37 Sea level

Which of these is the continental shelf?

A A  
B B  
C C  
D D

**Instruction:** Provide students with an opportunity to investigate diagrams of the ocean floor and identify the continental shelf.

## Parent Tip B:

*Have you child simulate the ocean floor by using sand to build a model and label its parts.*



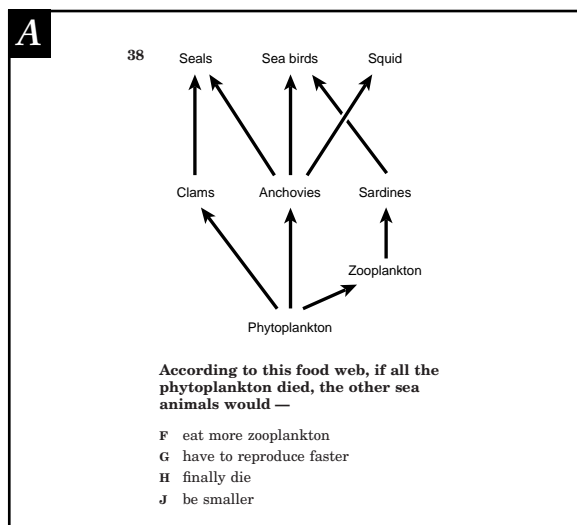
# Science Test

# 5 GRADE

**A. Standard of Learning: 5.6** The student will investigate and understand characteristics of the ocean environment. Key concepts include

c) biological characteristics (ecosystems).

**Builds To:** Work with oceanography continues throughout the study of science and increases in complexity.

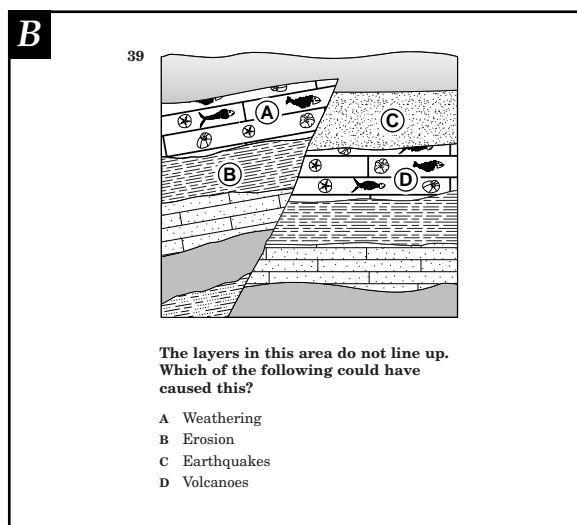


**Instruction:** Provide students an opportunity to investigate a food web to determine what effect the death of one will have on the rest of the web.

**B. Standard of Learning: 5.7** The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include

d) plate tectonics (earthquakes and volcanoes).

**Builds To:** Work with the Earth's surface continues through the study of science and is used in more complex forms in Earth Science.



**Instruction:** Provide students an opportunity to examine diagrams that explain the effect of earthquakes on the Earth's surface.

## Parent Tip A:

*Have your child explain the food web process for ocean life.*

## Parent Tip B:

*Have your child explain earthquakes and the effect they have on the Earth's surface.*

# Science Test

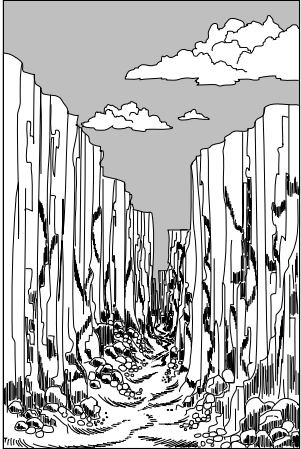
# 5

GRADE

**A. Standard of Learning:** 5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include  
e) weathering and erosion.

**Builds To:** Work with the Earth's surface continues through the study of science and is used in more complex forms in Earth Science.

**A** 40



Which of these was the major reason that this canyon was formed?

- F Wind
- G Running water
- H Volcanoes
- J Flowing ice

**Instruction:** Provide students with an opportunity to investigate diagrams to identify the cause of a change in the Earth's surface.

## Parent Tip A:

*Have your child explain how different areas around your dwelling have been affected by weathering and/or erosion.*

# Computer/Technology Test

5  
GRADE

**Reporting Category:** Basic Understanding of Computer/Technology

**A. Standard of Learning:** 5.1 The student will demonstrate a basic understanding of computer theory, including bits, bytes, and binary logic.

**Builds To:** Work with bits and bytes continues throughout the study of Computer/Technology.

**A**

1 Jennifer has a newly formatted floppy disk that holds 1.44 MB. Which file will *not* fit on this disk?

- A Amphibians 1.00 MB
- B Birds 1.10 MB
- C Fish 1.30 MB
- D Reptiles 1.80 MB

**Instruction:** Provide students an opportunity to determine which file will not fit on a floppy disk given the capacity of both in MB.

## Parent Tip A:

*Have your child identify the capacity for a floppy disk that you see in a store or at home.*

# Computer/Technology Test

5  
GRADE

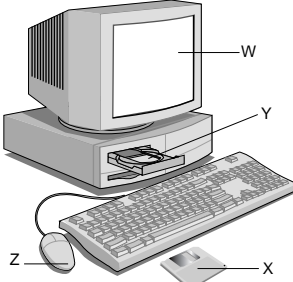
**A. Standard of Learning: 5.2** The student will develop basic technology skills.

a) Develop a basic technology vocabulary that includes cursor, software, memory, disk drive, hard drive, and CD-ROM.

**Builds To:** Work with different functions of the computer continues throughout the study of Computer/Technology.

**A**

2



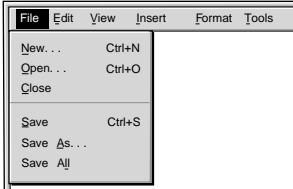
Which letter represents the place where the CD would be inserted?

F W	H Y
G X	J Z

4 Which of the following may destroy information on a computer?

F Default  
G Bacteria  
H Back-up  
J Virus

3



What does Ctrl + S do?

A Setup the page  
B Open a file  
C Save the file  
D Print

## Parent Tip A:

*Have your child identify elements of the computer as he/she works with it at home.*

**Instruction:** Provide students an opportunity to identify where the CD is placed in the computer; provide students an opportunity to identify what a virus does to information on a computer; provide students an opportunity to use Ctrl+S to save a file on the computer.

# Computer/Technology Test

# 5

GRADE

**A. Standard of Learning:** 5.3 The student will process, store, retrieve, and transmit electronic information.

d) Describe advantages and disadvantages of various computer processing, storage, retrieval, and transmission techniques.

**Builds To:** Work with retrieval of information continues throughout the study of Computer/Technology.

**Reporting Category:** Basic Operational Skills

**B. Standard of Learning:** 5.2 The student will develop basic technology skills.

b) Select and use technology appropriate to tasks.

**Builds To:** Work with computer applications and creating projects continues throughout the study of Computer/Technology.

**A**

5 If a student is unable to change the contents of a file, this means that the file is *most likely* —

- A saved
- B edited
- C locked
- D deleted

**Instruction:** Provide students an opportunity to try to work with a file that is locked.

**B**

6 Which technology helps a computer artist to create a design?

- F Word processing
- G Spreadsheet
- H Database
- J Graphics

7 Matt created a science project on his computer that included scanned pictures, sounds, and text. His teacher called it —

- A an electronic database
- B an Internet project
- C a multimedia project
- D a graphics project

8 Susan wants to conduct a survey and create graphs based on the results. Which is the *best* computer application to complete this job?

- F Database
- G Graphics
- H Spreadsheet
- J Word processing

9 Jenni's class is tracking a space voyage currently under way. Which would be the *best* source for up-to-date information?

- A The Internet
- B A digital camera
- C E-mail
- D An electronic encyclopedia

**Instruction:** Provide students an opportunity to determine what computer application to use to create a design and to create graphs based on survey results; to determine a source for tracking a space voyage; and to incorporate technology into a project.

## Parent Tip A:

*Have your child try to work with information stored in a locked file of the computer.*

## Parent Tip B:

*Have your child use different computer applications for a variety of activities such as tracking an event and creating a design or project.*

# Computer/Technology Test

5  
GRADE

**A. Standard of Learning: 5.2** The student will develop basic technology skills.

d) Operate peripheral devices.

**Builds To:** Work with the peripheral devices of the computer, such as the speakers, continues throughout the study of Computer/Technology.

**B. Standard of Learning: 5.3** The student will process, store, retrieve, and transmit electronic information.

a) Use search strategies to retrieve electronic information using databases, CD-ROMs, videodiscs, and telecommunications.

**Builds To:** Work with search strategies continues throughout the study of Computer/Technology.

**A**

10 Which one of the following devices is needed to hear multimedia software?

F Video card  
G Modem  
H Speakers  
J Microphone

**Instruction:** Provide students an opportunity to use the speakers on the computer.

**B**

11 When using an electronic encyclopedia, what is one of the easiest ways to find information about "apples"?

A Use the keyword "apple"  
B Go to the letter "A"  
C Look up "trees with fruit"  
D Search for "Johnny Appleseed"

12 Carlos is writing a history report about Sequoya, the American Indian leader who invented the Cherokee alphabet. Which words would produce the *best* results from the search engine?

F Sequoya + Cherokee  
G alphabet + language  
H American + Indian  
J history + leader

13 When trying to locate specific information about a topic on the Internet, which of the following would you use?

A Graphing software  
B A search engine  
C Word processing software  
D A database

**Instruction:** Provide students an opportunity to set up a search for information in an electronic encyclopedia, and by using a search engine

## Parent Tip A:

*Have your child adjust the volume of the computer by using the speakers.*

## Parent Tip B:

*Have your child plan a search that can be done through the use of electronic information retrieval.*

# Computer/Technology Test

# 5

GRADE

**A. Standard of Learning: 5.3** The student will process, store, retrieve, and transmit electronic information.

b) Use electronic encyclopedias, almanacs, indexes, and catalogs.

**Builds To:** Work with electronic catalogs continues throughout the study of Computer/Technology.

**B. Standard of Learning: 5.3** The student will process, store, retrieve, and transmit electronic information.

c) Use local and wide-area networks and modem-delivered services to access information from electronic databases.

**Builds To:** Work with accessing information through the wide-area network continues throughout the study of Computer/Technology.

**A**

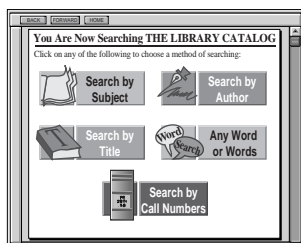
- 14 Karen's cousin told her about a good book written by Laura Ingalls Wilder, but she forgot the title. When Karen goes to the library, how should she search the online library catalog to find books by Laura Ingalls Wilder?

F By title  
G By subject  
H By author  
J By call number

- 15 An electronic library catalog usually contains —

A pictures  
B prices and order forms  
C links to the Internet  
D a complete list of all the books in the library

16



To do research on sailboats, which button would find the *greatest* number of results?

F Search by subject  
G Search by title  
H Search by author  
J Search by call number

**Instruction:** Provide students an opportunity to access information through an electronic library catalog.

**B**

- 17 Shantel is searching the Internet for information on World War II German airplanes. Which entry should she type?

A World War II  
B Airplanes and war  
C World War II and airplanes  
D German airlines

**Instruction:** Provide students an opportunity to determine what to enter for a search on the Internet.

## Parent Tip A:

*Have your child use the electronic catalog at the library to find information by author and by subject.*

## Parent Tip B:

*Have your child write down the words he/she would use for a specific search on the Internet.*

# Computer/Technology Test

5  
GRADE

**A. Standard of Learning:** 5.4 The student will communicate through application software.

a) Create a 1-2 page document using word processing skills, writing process steps, and publishing programs.

**Builds To:** Work with word processing skills continues throughout the study of Computer/Technology.

**Reporting Category:** Using Technology to Solve Problems

**B. Standard of Learning:** 5.2 The student will develop basic technology skills.

e) Apply technologies to strategies for problem solving and critical thinking.

**Builds To:** Work with using technology to assist in problem solving continues throughout the study of Computer/Technology.

**A**

18 Sarah is typing the following letter:  
Dear Mr. Price,

Thank you VERY much for the birthday present.  
I will enjoy reading the magazine each month.

Which of these has been selected?

F VERY

G reading

H birthday

J magazine

19 Stacey wants to move the first sentence of a paragraph to the bottom of the paragraph. After she selects the sentence, what should she do?

- A Delete and Paste
- B Delete
- C Cut and Paste
- D Replace

20 Kenny typed a report that he titled "Birds of Prey." If he wants to print his report, which pull-down menu should he choose?

- F Edit
- G Insert
- H Format
- J File

**Instruction:** Provide students an opportunity to move text within a document, use a pull-down menu to print a document, and select a word by highlighting the word in a document.

**B**

21 Kate is moving. In what way can she get immediate information about her new city?

- A Make a sign using a desktop publishing application
- B Look up her new city on websites on the Internet
- C Send a fax to a travel agency in the new city
- D E-mail the principal of the new school

22 Dan has been assigned a current events project about recycling. He cannot find any information in the local newspaper. Which one of the following would be the best solution to his problem?

- F Publish a school newspaper
- G Find some shareware
- H Use an online news source
- J Use an electronic encyclopedia

**Instruction:** Provide students with problem situations, such as finding information about a new location or information for a current events project, and have them determine how to use technology to assist them.

## Parent Tip A:

*Have your child write a document on the computer, move text within the document, and print the document using the pull-down menu.*

## Parent Tip B:

*Have your child discuss how technology increases access to information that can be helpful for problem solving.*



# Computer/Technology Test

5  
GRADE

**A. Standard of Learning: 5.4** The student will communicate through application software.

b) Use simple computer graphics and integrate graphics into word-processed documents.

**Builds To:** Work with graphics continues throughout the study of Computer/Technology.

**A** 23

Kelly's picture has a large rectangle, but only the border shows. She wants it to be filled in with color. Which button should she use?

A W  
B X  
C Y  
D Z

25

In order to use the screwdriver graphic, Marilyn needs to slant it upward before adding it to her report. Which command would be *best* to use?

A Reshape  
B Rotate  
C Move forward  
D Align to grid

24

Adam is using a graphic in a paint program. Which tool will allow him to put text under the graphic?

F W  
G X  
H Y  
J Z

## Parent Tip A:

*Have your child demonstrate how to work with graphics in word processing.*

**Instruction:** Provide students an opportunity to fill an object with color, tilt a graphic, and insert text under a graphic.

# Computer/Technology Test

# 5

GRADE

**A. Standard of Learning: 5.4** The student will communicate through application software.

c) Create simple databases and spreadsheets to manage information and create reports.

**Builds To:** Work with databases and spreadsheets continues throughout the study of Computer/Technology.

**B. Standard of Learning: 5.4** The student will communicate through application software.

d) Use local and worldwide network communication systems.

**Builds To:** Work with the worldwide network continues throughout the study of Computer/Technology.

**A**

- 26 First Name, Last Name, and Date of Birth of students in Jefferson Middle School are types of information that may be found in which of the following applications?

F Clip art  
G Scanning  
H Graphics  
J Database

27

Jefferson Elementary School					
	A	B	C	D	E
1					
2		Total	Boys	Girls	
3	1st Grade	123	69	54	
4	2nd Grade	143	72	71	
5	3rd Grade	135	60	75	
6	4th Grade	159	76	83	
7	5th Grade	165	82		
8					

To calculate the total number of boys in the third, fourth, and fifth grade, Mrs. Jackson needs to —

A Subtract C7 from B7  
B Add D5 and D6  
C Add C5 through C7  
D Add B5 through C7

**B**

- 28 Sandra wants to return to the starting page of her Internet connection. Which command should she use?

F Open  
G Find  
H Home  
J Print

- 29 Mary wants to save a website address so she can find it again easily in the future. What could she do?

A Bookmark the site  
B Highlight the site  
C Scroll to the bottom of the site  
D Link to another part of the site

- 30 Sandy did research on the Internet for her science report. If she wants to quote a paragraph from the information she found on the Internet in her paper, she —

F can state the facts as her own  
G should look for a book to confirm the information  
H does not need to explain her source of information  
J should tell where the facts came from

## Parent Tip A:

*Have your child explain what a database can be used for and how calculations can be made with a spreadsheet.*

## Parent Tip B:

*Have your child discuss the use of the Internet for gathering information.*

**Instruction:** Provide students with an opportunity to work with a simple database and to do calculations with a spreadsheet.

**Instruction:** Provide students an opportunity to Bookmark a website address, to use the Home key while using the Internet, and to give credit for information taken from a website.

# Correct Answers



## ENGLISH: *Reading/Literature and Research Test*

1. B 2. J 3. C 4. H 5. D 6. H 7. B 8. J 9. A 10. G  
 11. A 12. J 13. D 14. G 15. C 16. F 17. D 18. J 19. C  
 20. F 21. B 22. J 23. C 24. F 25. B 26. H 27. D 28. J  
 29. A 30. H 31. B 32. G 33. C 34. J 35. A 36. G 37. C  
 38. H 39. A 40. F 41. B 42. J

## ENGLISH: *Writing Test*

1. B 2. H 3. C 4. J 5. B 6. F 7. C 8. J 9. C 10. J 11. B  
 12. J 13. B 14. H 15. C 16. F 17. A 18. G 19. A 20. G

## MATHEMATICS TEST

1. D 2. G 3. B 4. G 5. A 6. J 7. C 8. H 9. D 10. J  
 11. B 12. H 13. B 14. F 15. D 16. H 17. B 18. H 19. C  
 20. G 21. C 22. H 23. B 24. F 25. D 26. F 27. B 28. H  
 29. C 30. G 31. A 32. H 33. D 34. G 35. B 36. J 37. C  
 38. H 39. D 40. H 41. B 42. G 43. B 44. J 45. B 46. G  
 47. C 48. G 49. C 50. J

## SCIENCE TEST

1. A 2. G 3. B 4. H 5. B 6. J 7. D 8. F 9. B 10. G  
 11. B 12. H 13. B 14. F 15. B 16. H 17. A 18. G 19. A  
 20. H 21. A 22. H 23. C 24. J 25. B 26. F 27. A 28. G  
 29. C 30. G 31. B 32. F 33. A 34. H 35. C 36. G 37. A  
 38. H 39. C 40. G

## COMPUTER/TECHNOLOGY TEST

1. D 2. H 3. C 4. J 5. C 6. J 7. C 8. H 9. A 10. H  
 11. A 12. F 13. B 14. H 15. D 16. F 17. C 18. H 19. C  
 20. J 21. B 22. H 23. D 24. G 25. B 26. J 27. C 28. H  
 29. A 30.

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